

GOVERNMENT  
OF  
THE DISTRICT OF COLUMBIA

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ZONING COMMISSION

+ + + + +

PUBLIC HEARING

+ + + + +

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IN THE MATTER OF: :  
: :  
D.C. PUBLIC SCHOOLS & THE : Case No.  
GEORGE WASHINGTON UNIVERSITY : 06-17  
: :  
-----:

Monday,  
October 30, 2006

Hearing Room 220 South  
441 4<sup>th</sup> Street, N.W.  
Washington, D.C.

The Public Hearing of Case No.  
06-17 by the District of Columbia Zoning  
Commission convened at 6:30 p.m. in the  
Office of Zoning Hearing Room at 441 4<sup>th</sup>  
Street, N.W., Washington, D.C., 20001,  
Anthony J. Hood, Acting Chairperson,  
presiding.

ZONING COMMISSION MEMBERS PRESENT:

ANTHONY J. HOOD	Vice-Chairperson
GREGORY JEFFRIES	Commissioner
JOHN PARSONS	Commissioner (NPS)
MICHAEL G. TURNBULL	Commissioner (AOC)

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OFFICE OF ZONING STAFF PRESENT:

SHARON S. SCHELLIN Secretary  
DONNA HANOUSEK Zoning Specialist

OFFICE OF PLANNING STAFF PRESENT:

JENNIFER STEINGASSER  
TRAVIS PARKER

The transcript constitutes the  
minutes from the Public Hearing held on  
October 30, 2006.

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P-R-O-C-E-E-D-I-N-G-S

6:39 P.M.

CHAIR HOOD: On the record. Good evening, ladies and gentlemen. This is the public hearing of the Zoning Commission of the District of Columbia for Monday, October 30, 2006. My name is Anthony J. Hood. Joining me this evening are Commissioners Jeffries, Parsons and Turnbull. We are also joined by the Office of Zoning Staff, Sharon Schellin and Donna Hanousek and to my right, the Office of Planning and it looks like we're also joined by Staff DDOT.

The subject of this evening's hearing is Zoning Commission Case No. 06-17. This is a request by the D.C. Public Schools and George Washington University for consolidated approval of a planned unit development and related amendment for property located at 2125 and 2135 F Street, NW, known as Lots 55 and 829 a square 80.

Notice of today's hearing was

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1 published in the *DC Register* on July 28,  
2 2006. Copies of today's hearing  
3 announcement are available to you and are  
4 located to my left in the wall bin near the  
5 door.

6 This hearing will be conducted in  
7 accordance with the provision of 11 DCMR  
8 3022. The order of procedure will be as  
9 follows: preliminary matters, Applicant's  
10 case, report of Office of Planning, report  
11 of other government agencies, report of  
12 Advisory Neighborhood Commission 2A,  
13 organizations and persons in support,  
14 organizations and person in opposition.

15 The following time constraints  
16 will be maintained at this meeting: the  
17 Applicant 50 minutes, organizations five  
18 minutes, individuals three minutes. The  
19 Commission intends to adhere to the time  
20 limits as strictly as possible in order to  
21 hear the case in a reasonable period of  
22 time. The Commission reserves the right to

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1 change the time limits for presentations if  
2 necessary and no time shall be ceded.

3 All persons appearing before the  
4 Commission are to fill out two witness  
5 cards. These cards are located to my left  
6 on the table near the door. Upon coming  
7 forward to speak to the Commission, please  
8 give both cards to the reporter sitting to  
9 my right before taking a seat at the table.

10 Please be advised that this  
11 proceedings is being recorded by a court  
12 reporter and is also web cast live.  
13 Accordingly, we must ask you to refrain from  
14 any disruptive noises or actions in the  
15 hearing room. When presenting information  
16 to the Commission, please turn on a speaker  
17 to the microphone, first stating your name  
18 and home address. When you are finished  
19 speaking, please turn your microphone off so  
20 that your microphone is no longer picking up  
21 sound and background noise.

22 The decision of the Commission in

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1       this case must be based exclusively on the  
2       public record. To avoid any appearance to  
3       the contrary, the Commission requests that  
4       persons present not engage the members of  
5       the Commission in conversation during any  
6       recess or at any other time.

7               The staff will be available  
8       throughout the hearing to discuss procedural  
9       questions. Please turn off all beepers and  
10      cell phones at this time so not to disrupt  
11      these proceeding.

12             Would all individuals wishing to  
13      testify please rise to take the oath?

14             SECRETARY SCHELLIN: Please raise  
15      your right hand.

16             (Witnesses sworn.)

17             SECRETARY SCHELLIN: Thank you.

18             CHAIR HOOD: At this time, the  
19      Commission will consider any preliminary  
20      matter. Does the staff have any preliminary  
21      matters?

22             SECRETARY SCHELLIN: Nothing

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1 other than to say that the Applicant has  
2 filed their affidavit of posting and  
3 maintenance.

4 CHAIR HOOD: Okay.

5 SECRETARY SCHELLIN: And we do  
6 have one request for party status.

7 CHAIR HOOD: One request for  
8 party status. Let's take up the request for  
9 party status and that request is a  
10 proponent. Who is that request from, Ms.  
11 Schellin?

12 SECRETARY SCHELLIN: I lost my  
13 papers, Andrea --

14 CHAIR HOOD: Ms. Bagwell?

15 SECRETARY SCHELLIN: Yes.

16 CHAIR HOOD: Okay. I have here  
17 HSA. What is HSA? Anybody? Ms. Bagwell,  
18 do me a favor.

19 SECRETARY SCHELLIN: You have to  
20 be on the mike.

21 CHAIR HOOD: Come to the mike and  
22 the only reason I'm doing that is I don't

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1 have it in front of me, but I know it's HAS  
2 and I just need to know what that is.  
3 That's the only question I need, Ms.  
4 Bagwell.

5 MS. BAGWELL: Yes sir. H-S-A.

6 CHAIR HOOD: I'm sorry. HSA.

7 MS. BAGWELL: Yes sir.

8 CHAIR HOOD: Okay. Could you  
9 tell me what HSA is?

10 MS. BAGWELL: Yes, HSA is an  
11 acronym for the School Without Walls Home  
12 and School Association. We are a 501C-3  
13 organization. We were incorporated May 15,  
14 2000. Our exclusive purpose is to support  
15 and advance the educational mission of the  
16 School Without Walls. Within that capacity  
17 --

18 CHAIR HOOD: Okay. I saw that,  
19 Ms. Bagwell, and I did see that you all  
20 filed a 501C-3.

21 MS. BAGWELL: Yes sir.

22 CHAIR HOOD: Something similar to

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1       like when you and I went to school like the  
2       PTA, I guess.

3                   MS. BAGWELL:   Yes.

4                   CHAIR HOOD:   Okay.   I got you.  
5       That's all I needed, Ms. Bagwell.   Thank  
6       you.

7                   MS. BAGWELL:   Thank you.

8                   CHAIR HOOD:   Okay.   Colleagues,  
9       we have a request and as I said, this was  
10      treated as PT.   I don't have any objections,  
11      but let me ask Mrs. Wyatt.   Okay.   No  
12      objection, ANC?   Okay.   All right.   No  
13      objection.   So you're a proponent.

14                  MS. BAGWELL:   Thank you very  
15      much.

16                  CHAIR HOOD:   Mr. May, did you  
17      want to --

18                  MR. MAY:   I just wanted to  
19      clarify at what point we would be making the  
20      presentation during the course of events  
21      tonight.

22                  CHAIR HOOD:   At what point?

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1 MR. MAY: We're a party in  
2 support and when do we get to talk? At what  
3 point?

4 CHAIR HOOD: Mr. May, now you of  
5 all people ask me that question.

6 MR. MAY: I don't remember when  
7 there was a party in support in the past.

8 (Laughter.)

9 CHAIR HOOD: You will have time  
10 to cross examine.

11 MR. MAY: I'm sorry. We have a  
12 presentation that we would like to make. We  
13 just want to know when.

14 CHAIR HOOD: You're with Ms.  
15 Bagwell. Same.

16 MR. MAY: Right. Exactly.

17 CHAIR HOOD: After the ANC.

18 MR. MAY: Very good. Thank you.

19 MS. BAGWELL: Thank you.

20 CHAIR HOOD: Do you know when  
21 that is? Okay. Good.

22 (Laughter.)

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1 CHAIR HOOD: I'm already  
2 confused.

3 SECRETARY SCHELLIN: Excuse me,  
4 Madame Chair.

5 CHAIR HOOD: Madame Chair?

6 SECRETARY SCHELLIN: I'm sorry.  
7 Mr. Hood.

8 (Laughter.)

9 CHAIR HOOD: This is going to be  
10 a long night.

11 SECRETARY SCHELLIN: So much for  
12 the appreciation.

13 CHAIR HOOD: Carol and I look  
14 just alike.

15 SECRETARY SCHELLIN: I know.  
16 It's hard. But I just want to announce that  
17 we have to keep to that doorway clear. We're  
18 going to have to shut the door if people are  
19 not going to keep it clear because we will  
20 have the fire marshal up here and then it  
21 will get back to Ms. Mitten.

22 CHAIR HOOD: Okay. Ms. Dwyer, if

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1       you want to come up and bring your team up.

2       So thank you, Ms. Bagwell, and Mr. May.

3                   MS. DWYER:   Good evening, Mr.  
4       Hood.

5                   CHAIR HOOD:   Good evening.

6                   MS. DWYER:   And members of the  
7       Commission.   For the record, Maureen Dwyer  
8       with Pillsbury Winthrop Shaw Pittman,  
9       counsel for the Applicants.   We are pleased  
10      to be here this evening to present our  
11      proposal for a unique partnership between  
12      two educational institutions.   That shows  
13      how each can benefit from the sharing of  
14      resources, both programmatic and physical  
15      and we are pleased to be here tonight with  
16      the support of the Office of Planning and  
17      the Department of Transportation as well as  
18      the support of many of the people in this  
19      room.   The programmatic partnership between  
20      School Without Walls and GW has been in  
21      place for more than 25 years and has  
22      included facility sharing as well as

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1 educational and teaching collaborations.

2           What is new tonight is the  
3 redevelopment of their physical facilities  
4 through a PUD and re-zoning that is a win-  
5 win for both institutions. The school gets  
6 a state-of-the-art facility largely funded  
7 by GW's purchase of the back parking lot and  
8 unused density rights. GW gets additional  
9 on-campus beds by combining the back parking  
10 lot with its existing property

11           A question has been raised as to  
12 why we're using the PUD process and whether  
13 it is appropriate. The appropriateness of  
14 the PUD process for student housing within a  
15 campus plan was already decided by this  
16 Commission back when it approved the Square  
17 103 project just down the street from this  
18 site.

19           As you know, the PUD process is  
20 designed to encourage high quality  
21 developments that provide significant public  
22 benefits. The benefits of this project are

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1 numerous and include the renovation and  
2 modernization of the Grant School building,  
3 enhanced programmatic collaboration and  
4 historically sensitive modernization and  
5 addition, implementation of street scape  
6 improvements, implementation of sustainable  
7 design principles and additional on-campus  
8 student housing.

9 As you also know, the goal of the  
10 PUD process is to permit flexibility of  
11 development and other incentives such as  
12 increased building height and density. In  
13 this case, we are not requesting increased  
14 density or height. Our 90 foot height and  
15 our 5.29 FAR are less than the matter of  
16 right for the SP zoning. We are requesting  
17 other types of flexibility like coverage,  
18 rear yard, closed court, penthouse setback  
19 and residential recreation space and these  
20 will be addressed by the architects. The  
21 end result is a project that carries out  
22 historic preservation and campus planning

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1 goals with significant public benefits and  
2 amenities.

3 We also believe that the  
4 requested SP-2 zoning is appropriate. It is  
5 consistent with current campus zoning in the  
6 surrounding area. It is consistent with the  
7 comprehensive plan. It is consistent with  
8 the 1938 Zoning Act. And it is consistent  
9 with the intent of the District which is a  
10 buffer zone that contains a mix of  
11 rowhouses, apartments, office and  
12 institution uses at medium to high density  
13 including buildings of historic and  
14 architectural merit.

15 The value in this partnership is  
16 created through the re-zoning. It allows GW  
17 to pay DPCS approximately \$12 million for  
18 the purchase of the parking lot and the  
19 unused density rights that are generated  
20 through the joint PUD and re-zoning.

21 There is also precedent for SP  
22 zoning on other university campuses. In a

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1 case for Howard University in 1992, the  
2 Commission approved a re-zoning to SP for  
3 many of the same reasons requested here. In  
4 that case, Howard wanted to house 550  
5 students instead of 450 and it needed the SP  
6 zoning in order to maximize on-campus  
7 housing. The Commission found in that case  
8 that the proposed re-zoning furthered the  
9 goals and policies of the comprehensive plan  
10 by discouraging university expansion into  
11 residentially zoned areas, allowing the  
12 university to meet its on-campus housing  
13 need and permitting a density and height in  
14 keeping with the institutional and other  
15 uses. That same rationale applies here.

16 This project is also consistent  
17 with the planning initiatives of both  
18 institutions. As Mr. Brady will discuss, it  
19 is consistent with the DCPS Masters  
20 Facilities Plan and represents more than a  
21 decade of planning. It is consistent with  
22 the current 2000 GW campus plan which

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1 specifically identified the site for student  
2 housing. And it is consistent with the  
3 proposed campus plan pending before the  
4 Commission which describes the project's  
5 height, density and proposed use. The  
6 square footage we are requesting tonight is  
7 included in the overall square footage  
8 outlined in the campus PUD and the beds and  
9 parking provided through this development  
10 are also included in the university's  
11 proposed campus plan projects.

12 We have seven fact and expert  
13 witnesses this evening. Mr. Tom Brady will  
14 start and he is the Chief Business  
15 Operations Officer for D.C. Public Schools,  
16 followed by Sheila Mills-Harris, Educational  
17 Task Force consultant and the immediate past  
18 principal of School Without Walls. She will  
19 be followed by the architectural team  
20 including Sean O'Donnell for the DCPS site  
21 and Chris Graae for the GW site. They will  
22 be followed by Andi Adams, the architectural

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1       historian on the project and Jami  
2       Milanovich, the traffic consultant and the  
3       closing witness will be Lou Katz, Executive  
4       Vice President and Treasurer for George  
5       Washington University.

6               What we have provided to the  
7       Commission, I think you're getting a copy of  
8       right now, are two handouts this evening.  
9       One is a fact sheet that just provides a  
10      quick summary of some of the key information  
11      that the architects and other witnesses will  
12      be discussing and the other includes  
13      selected exhibits from our filing and we  
14      simply pulled these materials together so  
15      that you can easily reference them without  
16      going back to the more voluminous prehearing  
17      submissions that we have filed.

18             If there are no questions at this  
19      time, I would now ask Mr. Brady to begin.

20             CHAIR HOOD: Ms. Dwyer, let me  
21      just make sure my colleagues don't have any  
22      -- We don't have any problems with the

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1 expert witnesses you are proffering tonight.  
2 You said seven?

3 MS. DWYER: Well, we have seven  
4 witnesses. We are offering as experts Sean  
5 O'Donnell and Chris Graae as expert in  
6 architecture.

7 CHAIR HOOD: Okay.

8 MS. DWYER: And both have  
9 appeared before you. Andi Adams as a  
10 architectural historian. She's already been  
11 qualified and Jami Milanovich has also been  
12 qualified as a traffic consultant in the  
13 Campus Plan PUD case. So those would be our  
14 four expert witnesses.

15 CHAIR HOOD: Okay. Just give me  
16 the names again because my list has -- I  
17 have seven.

18 MS. DWYER: We have seven  
19 witnesses. Only four are experts.

20 CHAIR HOOD: Yes, seven  
21 witnesses. Okay.

22 MS. DWYER: That's correct.

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1 CHAIR HOOD: Your experts again  
2 are who?

3 MS. DWYER: Sean O'Donnell,  
4 architect for DCPS.

5 CHAIR HOOD: Okay.

6 MS. DWYER: Chris Graae,  
7 architect for GW, Andi Adams, architectural  
8 historian and Jami Milanovich, traffic  
9 consultant with Wells and Associates.

10 CHAIR HOOD: Okay. You are  
11 proffering those as experts. I know a few  
12 of them have been here before. We've  
13 already done it. Any objections? Mr.  
14 Jeffries.

15 COMM. JEFFRIES: As long as  
16 they've been proffered before, let me add  
17 that I think we're fine.

18 MS. DWYER: Great.

19 CHAIR HOOD: Have all of them?  
20 All four of them have been proffered before.

21 MS. DWYER: Yes. You have not?

22 CHAIR HOOD: And I think there's

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1 one.

2 MS. DWYER: I'm sorry. Sean  
3 O'Donnell has not. He's been qualified as  
4 an expert before the Historic Preservation  
5 Review Board, but not before the Zoning  
6 Commission.

7 CHAIR HOOD: Okay. Mr. Jeffries,  
8 do you want to ask -- No problem. Okay. We  
9 have a consensus here. They're experts.

10 MS. DWYER: Great. Thank you.

11 CHAIR HOOD: Okay. You can begin.

12 MR. BRADY: Thank you. Mr. Hood.  
13 Commissioners. My name is Tom Brady. I've  
14 been at DCPS since November of 2004 where I  
15 came from Fairfax County Public Schools in a  
16 similar position and it's been my mission to  
17 ensure that this partnership which had been  
18 long discussed went forward to both  
19 programmatic and development elements came  
20 to fruition. Next slide please.

21 First, let me spend a moment in  
22 talking about the School Without Walls.

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1 It's a nontraditional high school with  
2 excellent students, a gifted faculty and  
3 involved parents whom I'm sure you'll hear  
4 from tonight. The existing facility is in  
5 dire need of repair and the Home School  
6 Association will brief you this evening on  
7 how bad that repair is. Next.

8 Allow me for a few moments to  
9 walk through the public/private partnership.  
10 It's with GW and it facilitates the  
11 modernization and expansion of School  
12 Without Walls. The development partnership  
13 contemplates the sale of small parcel DCPS  
14 owned land to GW which is a back parking  
15 lot. In exchange for this land as well as  
16 additional development rights that result  
17 from the PUD and re-zoning, GW will pay DCPS  
18 approximately \$12 million.

19 DCPS will use this funding and  
20 other DCPS funds to renovate and expand the  
21 Grant School. GW will use the newly  
22 acquired land and existing GW tennis courts

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1 to build an undergraduate student residence.

2 The project before you has  
3 already received a variety of approvals.  
4 The partnership has been endorsed by the  
5 School Without Walls Local School  
6 Restructuring Team. You will hear from the  
7 Home School Association this evening. In  
8 addition, both the DCPS School Board and  
9 City Council have approved the project. The  
10 specific development rights and building  
11 designs have received concept approval from  
12 both the Commission of Fine Arts and with  
13 respect to the historical adaptation of the  
14 Grant School, the Historical Preservation  
15 and Review Board. With your approval, our  
16 plan is to proceed with the building permit  
17 process this spring and bring the new  
18 facilities online in 2009. Next slide  
19 please.

20 We're systemically in the process  
21 of actioning our master education plan  
22 through a master facility plan that is

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1 currently being vetted with the community  
2 and with the school board. But we intend to  
3 have the high schools as one of the key  
4 focuses of that master facility plan. This  
5 partnership will bring \$12 million to assist  
6 us in executing that master facility plan.  
7 Next slide please.

8           It's been a transparent process.  
9 The plans you see before you today are the  
10 results of a series of meetings and  
11 incorporate input from a variety of  
12 stakeholders. Internal to the DCPS system,  
13 a number of meetings have taken place in a  
14 variety of fora to include local school  
15 reconstructing teams, Home School  
16 Association and other in person meetings and  
17 interviews with planners and DCPS and SWW  
18 staff. In addition in March, the DCPS and  
19 GW held a joint open community meeting to  
20 provide information to all interested  
21 community stakeholders.

22           Thank you very much. I'll be

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1 followed by Ms. Harris.

2 MS. HARRIS: Good evening,  
3 members of the Zoning Commission. I am  
4 Sheila Mills Harris and I served as the very  
5 proud principal of School Without Walls  
6 until my retirement approximately four  
7 months ago. I am here to testify in full  
8 support of the joint application submitted  
9 by the District of Columbia Public Schools  
10 and George Washington University that will  
11 result in the building of a new facility for  
12 the students and community of the finest  
13 high school in the Washington metropolitan  
14 area.

15 The school was founded on the  
16 philosophy that education becomes more  
17 meaningful when students actively  
18 participate and share in the responsibility  
19 of their own educational growth. At SWW,  
20 this is presented and accomplished through a  
21 humanities focused program and an  
22 interdisciplinary approach to learning.

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1                   Students are provided  
2                   opportunities to test and apply theory  
3                   inside the classroom as well as outside of  
4                   the classroom within the context of the real  
5                   world. This community as a classroom  
6                   approach produces students that are  
7                   independent, self-motivated and well-  
8                   prepared to handle the rigors of college.

9                   Using community resources to  
10                  enhance and support the educational process  
11                  for students is exemplified by the  
12                  partnership by the partnership that has  
13                  existed between SWW and GWU for over 20  
14                  years. These institutions have a long  
15                  history of working together for the mutual  
16                  benefit of all of their students. SWW  
17                  teachers and students have been afforded the  
18                  opportunity to attend college courses at no  
19                  cost and university students complete  
20                  internship and student teaching experiences  
21                  under the supervision of experienced, expert  
22                  educators such as the teaching staff of SWW.

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1 It is a great relationship and it's one that  
2 has focused on providing what both of our  
3 students at both institutions deserve, a  
4 quality, state-of-the-art educational  
5 experience.

6 The existing partnership between  
7 these two institutions has a long-standing  
8 one dating back to 1980. We have shared our  
9 visions and missions, our respective  
10 facilities, collaborated on best practices  
11 and programs and worked together to provide  
12 SWW teachers with relevant professional  
13 development experiences and support.

14 However, it is now time to move to the next  
15 level, bring continuity to our efforts and  
16 create a framework from which these schools  
17 can operate and serve as a model for other  
18 partnerships between the high schools and  
19 universities in general.

20 As both parties continue to work  
21 feverishly on bringing the building  
22 initiative to fruition, the Programmatic

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1 Task Force which is comprised of SWW, GWU  
2 and DCPS Central Office representatives is  
3 working as well to build on the academic  
4 structure that has already been established  
5 by these two institutions. We have been  
6 working for over a year to develop  
7 innovative programs that support the  
8 educational process for students at both  
9 schools, to develop synergistic  
10 relationships that build on the strengths of  
11 both, to create a model of a learning  
12 community that can serve as an example and  
13 to jointly seek grants and other funding to  
14 assist in the attainment of these goals.

15 The task force meets on a regular  
16 basis in the form of committees that are  
17 focused on curriculum, technology and  
18 professional development. This effort at  
19 seamless education includes strategizing to  
20 bridge the gap between middle school and  
21 high school and between high school and  
22 college.

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1                   To accomplish this, it becomes  
2                   critical to continue to support programs  
3                   that have been established as a result of  
4                   this partnership such as the National Board  
5                   Certification Program that is providing both  
6                   financial and academic support for SWW  
7                   teachers who are working towards a national  
8                   certification and the Guilder Lehman History  
9                   High School Program which supports the  
10                  humanities based curriculum through the use  
11                  of primary source materials integrating  
12                  history with literature and the arts. Great  
13                  progress has been made in these sessions and  
14                  we will continue to collaborate and work as  
15                  cohesive unit to better serve the students  
16                  of School Without Walls and the George  
17                  Washington University.

18                 In closing, let me encourage the  
19                 Commission to seize this opportunity to make  
20                 the nightmares of the existing facility a  
21                 distant memory for School Without Walls  
22                 students both present and to come and to

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1 give them a learning environment that is the  
2 right of every student in this city, the  
3 capital of the United States and this  
4 country, the leader of the free world.  
5 Thank you.

6 MR. O'DONNELL: Good evening.  
7 I'm Sean O'Donnell. I'm an Associate  
8 Principal with Ehrenkrantz Eckstut and Kuhn,  
9 architects of Washington D.C. We're the  
10 design architect for DCPS and the School  
11 Without Walls.

12 As Ms. Harris and Mr. Brady have  
13 eloquently described and as you'll hear  
14 throughout the evening, School Without Walls  
15 is a great school and house within  
16 facilities that are obsolete, inaccessible,  
17 too small and suffering from long deferred  
18 maintenance. However, both the existing  
19 building and the site have great potential  
20 and the combination of new and old can  
21 create an exciting, unique, high performing  
22 urban learning environment befittingness

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1 extraordinary program.

2 The concept that I'm going to  
3 share with you tonight has been developed in  
4 active participation with the School of  
5 DCPS, the University, the Commission on Fine  
6 Arts and HPRB as noted before. Both of the  
7 latter have approved the concept. Next  
8 slide. I guess I have the controls. I'm  
9 driving.

10 (Laughter.)

11 MR. O'DONNELL: Okay. So to  
12 orient you, this is the site in question for  
13 the whole PUD. Currently, outlined in red  
14 in this sort of L shape is the DCPS site.  
15 The area that's highlighted in the red patch  
16 here is about 8600 square feet of surface  
17 parking currently that would be transferred  
18 to the University as part of the MOU under  
19 this process.

20 So what I'm going to talk about  
21 is the remaining half acre up here on G  
22 Street between 21st and 22nd which currently

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1 houses the U-shaped Grant School building  
2 which is a historic landmark and its  
3 addition which is an L shape surrounding the  
4 U-shaped building. The existing building is  
5 about 32,000 gross square feet and more  
6 roughly we're doubling it under this  
7 proposal. That proposal will allow the  
8 school to both expand into facilities that  
9 they currently don't have and are deficient  
10 with and it also will enable them to  
11 increase the capacity from 350 to 440  
12 students should they so desire.

13 The relief that we're requesting  
14 as part of this application are three things  
15 with respect to our site, the DCPS site.  
16 That's lot occupancy which we currently have  
17 at about 87 percent of the site and the  
18 reason we're asking for that relief is to  
19 create the appropriate adjacent seize and  
20 configuration of a school and a low scale  
21 building adjacent to the historic landmark,  
22 a rear yard setback which we've noted here

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1 in red which ordinarily would be 15 feet and  
2 you can see how that impacts the current  
3 facilities and you'll see the plans a little  
4 bit later, and also a relief from the  
5 penthouse setback which currently our  
6 cooling towers are here (Indicating) back in  
7 this quadrant of the site and we're trying  
8 to screen them from public view and this  
9 location we think is optimal to house them.  
10 However, with the two cooling towers that we  
11 have up there, the setback would impact  
12 their ability to be housed in that location.

13 Before we put pencil to paper on  
14 any design process, we creatively analyzed  
15 the site, the building and the program to  
16 determine what the problem is before we  
17 start designing. Then we actually write out  
18 the design principles that we learn from  
19 that process. These respectfully are the  
20 urban scale, the renovation and the  
21 educational design principles. I'm not  
22 going to read through each of them, however,

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1 some of the key points that are germane to  
2 this conversation this evening are the  
3 freestanding nature of the 19th century  
4 Grant School which is different than some of  
5 the architecture surrounding it, the  
6 inherent qualities of the Grant School  
7 including its natural light and the volume  
8 of the classrooms and the small learning  
9 community that's fostered by this building  
10 and its setting.

11 Just to quickly go over some of  
12 those issues particularly with respect to  
13 the urban context, G Street is fundamentally  
14 different than some of the other streets in  
15 the academic districts. It's low scaled,  
16 retains some of the quality of the 19th  
17 century environment that it began as but the  
18 constants are that it's street-wall  
19 architecture with a fine grained lot width  
20 and every building is distinct in its  
21 character including varied materials, roof  
22 lines and they're also constructed during

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1 different eras even up to the modern period  
2 directly across the street from us.

3 To address this context, I  
4 respect the Grant School and create an  
5 appropriate civic presence for the new  
6 building and its accessible front door. Our  
7 design allows the Grant School to be  
8 perceived as freestanding by exposing a  
9 corner of the existing building here and the  
10 eastern elevation up past the first window  
11 on that elevation. So perceptually as a  
12 pedestrian, you'll still perceive that  
13 building as freestanding.

14 It also uses a modern vocabulary  
15 to differentiate itself, the addition does,  
16 from the historic building to retain the  
17 symmetry of the existing building and  
18 respect it by treating it as if it was a  
19 21st century building in a campus of two  
20 buildings next to a 19th century building.  
21 It also echoes the context through a  
22 distinctive roof line. Likewise from the

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1 west, the addition appears freestanding in  
2 this instance and while modern addition does  
3 make references such as the cornice height  
4 to the Grant School building.

5 This is a little bit on the  
6 materials palette which is derived both from  
7 the Grant School building and also from some  
8 of the adjacent neighbors and across the  
9 street. The materials board is actually  
10 behind some of the students over here  
11 (Indicating) and I'm not going to refer to  
12 it too much. But some of the key features  
13 are limestone which you see in a  
14 predominance across the street from us, also  
15 a blue stone derived from the existing stair  
16 on the Grant School. Aside from their use  
17 in elevational design of the building, the  
18 blue stone that you see also will become a  
19 hard scape plaza in front of the building  
20 replacing that kind of severe plaza that's  
21 there and creating amenities for seating and  
22 also inviting entry plaza into the new front

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1 door, the accessible front door, for the  
2 facility. That blue stone will come up to a  
3 sidewalk that adheres to the standards for  
4 the academic district and we'll also be  
5 adding street trees and other small  
6 plantings around the base of the building.

7 Here you see -- Oops. Excuse me.  
8 Here you see the L-shaped addition adjacent  
9 to the U-shaped Grant School building. The  
10 addition is allowing the Grant School to go  
11 back to do everything that it's good at  
12 which is basically have a classroom in each  
13 quadrant which is connected by kind of  
14 residentially scaled circulation system. So  
15 therefore, the L-shaped addition can do  
16 things like this very large commons meeting  
17 area and the other places that the school  
18 has never had including science labs, art  
19 studios and a media center, also bathrooms  
20 on each level and an accessible elevator  
21 that would make the building fully  
22 accessible.

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1           The second floor plan is  
2           substantially like the ground floor plan in  
3           its L-shaped configuration. However, the  
4           internal space is now just in a bar and this  
5           is a roof terrace which creates an open  
6           space and concept like this behind the  
7           building, the first outdoor space that the  
8           school has ever really had for programmatic  
9           use.

10           The third floor is substantially  
11           like the second floor except we're up now  
12           just into the bar of the building. But in  
13           these photographs, you see some of the  
14           qualities of the use of the historic  
15           building and also the architectural  
16           qualities of the volume of the classroom  
17           space that we're going to try and retain and  
18           restore in our design process and also the  
19           informal use of circulation within the  
20           building which that photograph is occurring  
21           right here that we're trying to emulate  
22           within the new architecture as well to

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1 foster the culture of the school.

2 Then finally on the fourth floor  
3 plan is an opportunity to create something  
4 really special and we're thinking of it sort  
5 of as a penthouse or a loft environment for  
6 the media center which is a space not  
7 currently in existence other than in a  
8 classroom module for the school. This  
9 vantage point allows us views across the  
10 city again. The School Without Walls  
11 metaphorically having views across the city  
12 seemed to be appropriate for this location.

13 This diagram shows the  
14 relationship between the two buildings and  
15 Chris is going to talk about the residents  
16 hall shortly, but you see the relationship  
17 of open space and we've been working with  
18 Chris and the University to coordinate the  
19 light and air that would still be provided  
20 to our building and this shows you our roof  
21 terrace up here (Indicating) and their  
22 courtyard. Just to clarify that, they are

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1 not connected and there is no physical  
2 connection or access point between them.  
3 It's really an access point for light and  
4 air to come through into our building.

5 And then also of note is that if  
6 you're standing in front of our building,  
7 you can't actually see their building and  
8 that's what that diagram is about.

9 Then my final slide is that it's  
10 about high performance design. This is  
11 something that we endeavor to do in each of  
12 our school projects and I'm not going to go  
13 through each of these issues. They're  
14 structured basically around the LEED  
15 criteria and the draft LEED for schools.  
16 But there are sort of things that are  
17 inherent in these project, Metro accessible,  
18 reuse of the historic building, and the  
19 joint use relationship for example that are  
20 inherently sustainable. But to add on that,  
21 we're also dealing with the design. It's  
22 predicated on access to natural light and

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1 we're talking about the use of recycled  
2 materials for various finishes and indoor  
3 air quality and energy conservative are some  
4 of the things that we're attending to.

5 With that, I'll turn it over  
6 Chris Graae.

7 MR. GRAAE: Good evening.  
8 Members of the Commission -

9 CHAIR HOOD: Excuse me. Let me  
10 just interrupt you right quick, Mr. Graae.  
11 Again, let me announce that we need to make  
12 sure that we keep the pathway open. Let's  
13 make sure we leave our doors open so just in  
14 case we have an emergency where we need to  
15 evacuate. So again, I ask you to please  
16 keep the -- I can't seen this one over here.  
17 Is this one blocked? We really need you all  
18 to help us out. Let's make sure that we  
19 keep them open. I'm not sure if the  
20 overflow -- if we have an overflow room.

21 PARTICIPANT: Can they sit on the  
22 floor --

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1 CHAIR HOOD: Yes. Sure. They  
2 can come sit on the floor but kind of sit  
3 back so we can have a pathway. Whatever we  
4 do, we need to keep a pathway because we  
5 don't want the fire marshal to come and shut  
6 us down. They won't talk about the hard  
7 work but we'll have the reporters in here.  
8 I'd better not say that.

9 (Laughter.)

10 CHAIR HOOD: Let's keep the  
11 pathway open. You can come up and sit down  
12 on the floor if need be.

13 COMM. JEFFRIES: And for those  
14 people who are standing by the door if you  
15 could just pass the message on as people  
16 come late to the meeting just to let them  
17 know that we're trying to keep the doorways  
18 clear.

19 CHAIR HOOD: Okay. Sorry, Mr.  
20 Graae.

21 MR. GRAAE: No problem.

22 MR. GRAAE: Will you add those 30

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1 seconds to our time?

2 (Laughter.)

3 CHAIR HOOD: Take it off. You'll  
4 get it back.

5 MR. GRAAE: Good evening. My  
6 name is Chris Graae. I'm a principal with  
7 DMJ and CGS, the joint venture architectural  
8 firm working with the University on the  
9 development of the resident hall portion of  
10 this joint project.

11 The GW portion of the project  
12 before you today is an undergraduate  
13 residence hall that includes 474 beds which  
14 are mostly configured in four person suite  
15 arrangement offering four single rooms with  
16 shared kitchen, living area and two  
17 bathrooms. The building is approximately  
18 192,000 square feet above grade and  
19 accommodates about 178 vehicles in three  
20 parking decks below grade.

21 By providing student housing on  
22 this site, GW is able to provide additional

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1 on-campus housing for undergraduates that  
2 both assists the university in maintaining  
3 long term compliance with the campus plan  
4 housing condition and provides additional  
5 on-campus beds to replace housing in off-  
6 campus facilities that GW has proposed to be  
7 transitioned as a condition of the proposed  
8 Foggy Bottom campus plan. The building  
9 design is responsive to the comments made by  
10 members of the community during the  
11 community based planning process that took  
12 place in the summer of 2005.

13 The joint plan that Sean referred  
14 to earlier represents obviously both  
15 projects with us to the south of the parcel  
16 and the things I think I'd like to highlight  
17 here are the main campus heart is to the  
18 north and east and as we all know people  
19 like to take shortcuts and students don't  
20 want to be late for class. So we're going  
21 to accommodate that by being able to tie a  
22 second major access to the building from G

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1 Street through the existing pathway that  
2 exists, the interpath that goes north/south  
3 in our block that is quite a busy pathway.  
4 We will either be tying into that this way  
5 (Indicating) or potentially that way and  
6 people and students will be able to come  
7 down and under a passage way into the  
8 central court of the site plan. That allows  
9 basically obviously two front doors, the  
10 other entrance being of course on F Street.  
11 And the interior courtyard as such will  
12 provide quite a nice, we think, exterior  
13 gathering place for students to enjoy.

14 The other element I point out on  
15 this site plan is we are zoning the service  
16 and parking ramp access locations to the  
17 eastern end of the site and the service bay  
18 will be undercover.

19 Some of the flexibility that  
20 we're requesting in this community as Sean  
21 mentioned, we're obviously looking for a  
22 rear yard variance. We do share that back

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1 lot, but I think the thing that I think you  
2 saw with that section is that we both get  
3 the synergy of that open space for our  
4 courtyard and their rear building is about  
5 basically a story tall. So we really get  
6 effectively together the light and air that  
7 a rear yard would normally provide.

8 The other elements that we're  
9 looking for for relief on are the two side  
10 courts. Technically, these are closed  
11 courts but in actual fact with the GW owning  
12 the 22nd Street townhouses and they only  
13 being about two stories roughly and they  
14 have on contract this parcel, that allows  
15 effectively us to have full light and air on  
16 those side yards in any case.

17 Then lastly the recreation space,  
18 we're looking for relief from that and  
19 certainly GW's campus has plenty of  
20 opportunities for students campus wide and  
21 specifically actually right across the  
22 street is Anniversary Park, Is that it,

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1       which has a PETCO building on it and that's  
2       directly accessible and open to the use of  
3       the students.

4               The context is similar to G  
5       Street. As Sean was saying, it's eclectic.  
6       It's diverse. It has tall building and  
7       small buildings, medium buildings, but it is  
8       mainly populated on F Street with fairly  
9       large scaled buildings. Our parcel is in  
10      this shot looking west is there (Indicating)  
11      and right next to us or just a few doors  
12      down we have Guthridge Hall which is about  
13      an 85 foot tall building and then a series  
14      of midrise building east of that that are  
15      GWU residences and then immediately to the  
16      left here is a GW residence. All that's  
17      about a 90 foot building and then there's an  
18      office building and then the State Plaza  
19      Hotel, all which are large 90 foot buildings  
20      and you can see that from the other  
21      direction looking east, our parcel being  
22      right here on the left (Indicating) and that

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1 being Guthridge Hall. Then across the  
2 street, we have the park that I spoke of.  
3 We have some small townhouse context and  
4 then turning the corner just around the  
5 corner, we have another large building.  
6 It's about 90 feet that is an office  
7 building.

8 The first floor of our building  
9 is again, I'll point out, that courtyard  
10 that students can arrive by going through  
11 the passageway and that's their entrance to  
12 the main building lobby which is also the  
13 same lobby that you can get to from F  
14 Street. The building footprint as I  
15 mentioned earlier is pretty much derived by  
16 an four single model and that is essentially  
17 establishing the first floor and works its  
18 way up through the building in a very  
19 consistent manner.

20 The residence director's  
21 apartment is there (Indicating) and that's  
22 the main lobby with some support spaces.

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1 The community room is there and then as I  
2 mentioned earlier, the service and the  
3 garage ramp are to the right.

4 And then a typical floor plan, I  
5 won't speak too much on this, but again it's  
6 that very typical. That's an apartment.  
7 That's an apartment across the way. They're  
8 all basically that model that I mentioned  
9 earlier. One of the things that we're  
10 employing here is where you see a living  
11 space, the shared living space that is  
12 shared by the four singles typically, we are  
13 expressing that with a projecting bay with a  
14 fair bit of glass to open that group space  
15 up more and of course the bedrooms are  
16 smaller windows.

17 And lastly in terms of building  
18 aesthetics, this perspective really speaks  
19 to some of the efforts we've taken to  
20 modulate the mass of the building and they  
21 really come in three main areas to relate to  
22 the context that we have on F Street. One

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1 of the most significant is that we actually  
2 have a, because of the shape that we have,  
3 the modified U configuration, we have  
4 actually 12 facades in this building. Each  
5 and every one is getting special attention,  
6 good materials, demonstration where we can  
7 place it. So it's a building designed in  
8 the round.

9           The other major thing that we're  
10 doing vertically is we are layering the  
11 building in a rather conditional manner in  
12 the sense that there's a base that kind of  
13 relates to the townhouse level. There's a  
14 middle section and there's a top and we're  
15 also sort of dropping the shoulders at  
16 either end of the building again to modulate  
17 the mass and we are varying the rooftop line  
18 and the cornice line again to give the  
19 building the scale and relationship to the  
20 context.

21           Then from the last element that  
22 we are working with to modulate the building

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1 is the building facade and skin by utilizing  
2 those bays that project about three feet out  
3 beyond the building line. Those are those  
4 glassy living units that are expressed in  
5 that way and then we are also doing recesses  
6 in the facade and we're layering materials.  
7 There's a depth change when we change  
8 materials.

9 And I would add we are also in  
10 design development at this point, so we're  
11 obviously refining quite a few things and  
12 we're trying to address some comments to see  
13 if they gave us when we received the concept  
14 approval back in June.

15 The street scape amenities, Sean  
16 spoke earlier about that. We're in similar  
17 plan with the University's Street Scape  
18 Program and we're extending the bricks that  
19 you currently see on that street. We're  
20 providing landscaping opportunities. Where  
21 we can, we're bringing the landscape down to  
22 the sidewalk plane. Generally speaking,

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1 we're proposing some specimen trees and  
2 planters to flank the entrance and obviously  
3 street trees and DC global lights, street  
4 lights out on the street side.

5 And lastly, similar to School  
6 Without Walls, we are looking to achieve  
7 certain sustainable design goals that the  
8 University is very supportive of that we  
9 think will utilize energy efficiency, savory  
10 sources and approve the student and the  
11 community life and they really run the  
12 gambit very similar to the elements that  
13 Sean spoke across the various disciplines  
14 and we think that that will be a significant  
15 contribution to the quality of the building  
16 and the enjoyment of the students. Thank  
17 you.

18 MS. ADAMS: Good evening. My  
19 name is Andi Adams. I'm an architectural  
20 historian with Pillsbury Winthrop Shaw  
21 Pittman. As you have seen, the project that  
22 is the subject of this application is one

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1 with two very distinct components that must  
2 respect and respond to two very different  
3 context in the same square. In addition,  
4 the Grant School must first and foremost be  
5 compatible with the school building which is  
6 a designated landmark and you see that on  
7 the right side of your screen there with  
8 some parts of the G Street street scape and  
9 Guthridge Hall which you saw earlier in the  
10 background.

11 The red brick school is three  
12 stories with a raised basement and features  
13 a distinctive central tower above its G  
14 Street entrance. The school is an integral  
15 component of the historical character of the  
16 block and it's consistent with the  
17 architectural parameters set by the historic  
18 buildings on the block which are generally  
19 defined by tall, three and four story  
20 buildings of a range of stylistic  
21 expressions popular in the late 19th and  
22 early 20th century. Consequently, in

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1 addition, that is compatible with the  
2 landmark school and it's also compatible  
3 with the historic character of the school's  
4 immediate context.

5 The new residence hall is being  
6 constructed on a vacant lot in a more  
7 diverse context. The street scape on the F  
8 Street side of the project and square is  
9 much less consistent in height and size of  
10 building than the street scape on G Street.  
11 Its historic character is defined by  
12 rowhouses and large apartment buildings  
13 similar to those found throughout the GW  
14 campus and the neighborhood and the slide on  
15 the left shows the two rowhouses immediately  
16 adjacent to our site and then Guthridge Hall  
17 which are both historic, but of very  
18 different scales.

19 Historically, these two building  
20 types have created street scapes of varied  
21 height buildings often with the two and  
22 three story rowhouses immediately adjacent

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1 to tall and large apartment buildings from  
2 the early 20th century. Additionally as you  
3 just say, the south side of F Street also is  
4 lined with large scale later 20th century  
5 apartment and office buildings.

6 Both types of historic street  
7 scapes, the more consistent G Street scape  
8 which you can see in the two middle shots on  
9 the screen and the more varied F Street  
10 scape, are found throughout the campus and  
11 within the historic district that is  
12 proposed as part of the University's Campus  
13 Plan 2006 to 2025. As I mentioned, the  
14 landmark Grant School is already subject to  
15 review under the City's Historic  
16 Preservation legislation and the Historic  
17 Preservation Review Board has reviewed the  
18 renovation and addition to the school and  
19 adopted its staff report recommending  
20 approval of the project.

21 Although compatibility with the  
22 proposed historic district is not currently

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1 within the Historic Preservation Review  
2 Board's jurisdiction, because of the nature  
3 of the landmark and the attention the  
4 architects paid to the street scape in which  
5 their project fits, the addition is also  
6 compatible with the character of the  
7 historic district proposed as part of the  
8 new campus plan. Also the Commission of  
9 Fine Arts has reviewed the project as a D.C.  
10 public building and approved it in concept.

11 At the Grant School, the project  
12 architects achieved compatibility using a  
13 contemporary design vocabulary which is one  
14 of the accepted approaches to fitting new  
15 construction into the historic context and  
16 the architects for the new residence hall  
17 have taken a somewhat more traditional  
18 design approach and actually before we go to  
19 the next slide, I want to mention Thurston  
20 Hall which is on the left side of the screen  
21 which is a very large and tall apartment  
22 building that is currently a GW dorm and

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1 then on the right side the landmark Lenthall  
2 Houses which were actually moved from their  
3 former location in the late `70s I guess to  
4 the adjacent Strong Hall which is a seven  
5 story, specifically designed residential  
6 hall for GW and that was deemed an  
7 appropriate setting for those landmark  
8 buildings. So the contrast of heights has  
9 not historically been a problem.

10 The F Street residence hall  
11 continues the pattern of tall buildings next  
12 to smaller buildings throughout the campus  
13 and the neighborhood while modeling the  
14 facade and using materials that acknowledge  
15 and reflect its rowhouse neighbors. The  
16 Commission of Fine Arts has reviewed this  
17 part of the project under the Shipsted-Luse  
18 Act and approved the concept for the  
19 building.

20 Both sites and both projects were  
21 discussed as part of the University's  
22 presentations to the Historic Preservation

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1 Review Board on the proposed historic  
2 preservation plan for the campus plan. Both  
3 sites were specifically addressed as was the  
4 fact that at that time the residence hall  
5 had already received concept approval from  
6 the Commission of Fine Arts.

7 As the approvals from both HPRB  
8 and CFA indicate, both parts of the project  
9 are appropriate for their site and as is  
10 usual for concept approvals, the elevations  
11 of both projects will be continued to be  
12 refined as the designs are developed and in  
13 accordance with specific requests from the  
14 Commission and HPRB.

15 I want to stress that none of  
16 these refinements will have any fundamental  
17 effect on the height or the mass or the  
18 shape of the building. They have more to do  
19 with specific elements of the facade such as  
20 the color of the materials, specific window  
21 treatments, cornice treatments, which color  
22 bricks are going to be located. They will

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1 not have any fundamental effect on the  
2 design.

3 The component parts of this  
4 project and the project as a whole are  
5 compatible with their historic context and  
6 with the preservation goals of the Historic  
7 Preservation Plan of the proposed campus  
8 plan. Thank you.

9 MS. MILANOVICH: Good evening.  
10 My name is Jami Milanovich. I'm a Senior  
11 Associate with Wells and Associates. Wells  
12 and Associates was retained to conduct the  
13 transportation impact study for the subject  
14 application. The study evaluated the four  
15 main intersections surrounding the proposed  
16 site including 21st Street and G Street,  
17 21st Street and F Street, 22nd Street and G  
18 Street and 22nd Street and F Street. The  
19 study also evaluated three existing  
20 driveways in the site vicinity as well as  
21 the proposed driveway on F Street. Next  
22 slide.

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1                   As shown in this slide, the  
2 existing levels of service at each of the  
3 study intersections is currently at on  
4 overall level of service A or B with the  
5 exception of the 21st Street/G Street  
6 intersection which currently operates at an  
7 overall level of service C during the PM  
8 peak hour.

9                   As shown in this slide, the  
10 circles represent signalized intersections.  
11 The octagons represent the unsignalized  
12 intersections. I would also note that at  
13 the intersection of 22nd and F Street DDOT  
14 recently installed a traffic signal.  
15 However, that traffic signal is not yet  
16 operational.

17                  The proposed redevelopment is  
18 anticipated to be a very modest trip  
19 generator. The proposed expansion of the  
20 School Without Walls would generate an  
21 additional 25 a.m. peak hour trips or one  
22 vehicle every 2.5 minutes and an additional

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1 six p.m. peak hour trips or one vehicle  
2 every ten minutes. An additional 29 a.m.  
3 peak hour trips or one vehicle every two  
4 minutes would use the proposed parking  
5 structure under the residence hall during  
6 the a.m. peak hour. An additional 30  
7 vehicles or approximately one vehicle every  
8 two minutes would use the proposed parking  
9 structure during the p.m. peak hour.

10 In terms of the impact that this  
11 additional traffic would have on the study  
12 area, during the a.m. peak hour, the  
13 proposed expansion and the proposed  
14 residence hall development would account for  
15 approximately one percent of the traffic at  
16 any given intersection with the exception of  
17 the 22nd Street/F Street intersection where  
18 development with traffic would account for  
19 approximately six percent of the total  
20 traffic. During the p.m. peak hour, the  
21 proposed development would account for less  
22 than four percent of the traffic at any

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1 given intersection.

2 To further illustrate the impact  
3 of the proposed development on the study  
4 area, these next two slides show the  
5 projected level of service under conditions  
6 without the proposed development and under  
7 conditions with the proposed development.  
8 As shown here, most of the study  
9 intersections would continue to operate at  
10 an overall level of service A or B without  
11 the proposed development, again the one  
12 exception being 22nd Street and G Street  
13 which would operate at a level of service C  
14 during the p.m. peak hour.

15 And as shown in the next slide,  
16 the overall levels of service with the  
17 traffic generated by the proposed  
18 developments would remain unchanged during  
19 both the a.m. and p.m. peak hours. They  
20 would continue to operate at an overall  
21 level of service A or B, again the exception  
22 being 21st Street and G Street. The

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1 proposed development therefore would have a  
2 negligible impact on the operation of the  
3 study area.

4 MR. KATZ: Good evening. My name  
5 is Lou Katz. I've been with GW since  
6 approximately 1990. George Washington  
7 University has been located in Foggy Bottom  
8 neighborhood since 1912. Our location in  
9 Foggy Bottom is key to our mission and  
10 critical to our success. It helps us  
11 attract outstanding students, faculty and  
12 staff to the university and shapes some of  
13 our most successful academic, research and  
14 clinical programs.

15 Like the School Without Walls by  
16 capitalizing on our location and the vast  
17 resources of the District, GW delivers an  
18 educational experience that is distinctive  
19 and rewarding. The GW experience is one  
20 that occurs both inside and outside the  
21 classroom, both within and beyond GW's  
22 campus boundaries.

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1                   When President Trachtenberg  
2           arrived at GW nearly 20 years ago, he had a  
3           vision of creating a world class partnership  
4           with the School Without Walls, a vision of  
5           two institutions that truly collaborated  
6           sharing resources and knowledge, a  
7           partnership that capitalized on a shared  
8           educational mission as well as a physical  
9           proximity.

10                   School Without Walls and GW have  
11          been in partnership since 1980 and during  
12          this time, we've capitalized on many  
13          opportunities to expand the partnership.  
14          The opportunity before us today is one that  
15          has been contemplated for many years and  
16          today we aim to seize the special  
17          opportunity to strengthen the partnership  
18          through this joint development plan that  
19          helps us meet the facility needs of both  
20          organizations.

21                   GW's development under this PUD  
22          as you've previously heard will be an

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1 undergraduate student residence hall.  
2 Developing a living, learning community on  
3 the Foggy Bottom campus is a key element of  
4 our overall strategy for undergraduate  
5 education. Housing students on our campus  
6 is also of great importance to the  
7 surrounding neighborhood and therefore is a  
8 requirement under the existing and proposed  
9 Foggy Bottom campus plans and we are  
10 committed to remain in compliance with this  
11 requirement.

12 This residence hall would both  
13 help us maintain compliance and also provide  
14 as additional on-campus undergraduate  
15 housing to replace off-campus facilities  
16 that we have committed to transition as a  
17 condition of the proposed campus plan.

18 This site is identified for  
19 residential development in the existing and  
20 proposed campus plans. As a university,  
21 we're committed to creating this living,  
22 learning community that I've referenced and

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1 will continue to upgrade and expand our on-  
2 campus housing inventory.

3 Indeed, GW could accommodate this  
4 housing elsewhere on its campus, but this  
5 site offers a unique opportunity to not only  
6 deliver on-campus housing but also to work  
7 with DCPS to improve the School Without  
8 Walls. This is the only location where GW  
9 and DCPS could execute a development  
10 agreement that provides GW with land and  
11 additional density rights generated through  
12 the PUD and re-zoning creating value for the  
13 University that allows us to pay DCPS  
14 approximately \$12 million. Providing  
15 housing on this site also allows us to  
16 preserve other sites on campus and include  
17 these as part of the proposed historic  
18 district, many of which were originally  
19 proposed for residential development.

20 In closing, the development  
21 proposed in this PUD accommodates the space  
22 needs of both institutions, provides the

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1 District and the community with important  
2 benefits and amenities and allows the  
3 University and the School Without Walls to  
4 expand their existing partnership into a  
5 truly world class partnership, both  
6 programmatically and from a facilities'  
7 perspective, one that is a model for other  
8 institutions in the District and throughout  
9 the nation. Thank you.

10 MS. DWYER: The slide that you  
11 are seeing is just a summary slide of the  
12 numerous project benefits and amenities that  
13 the witnesses have discussed and I won't go  
14 through each one of those individually.

15 I would like to point out that in  
16 terms of implementation of street scape  
17 improvements this application not only  
18 includes the street scape immediately in  
19 front of the buildings but for the entire  
20 length of that block. So it includes the  
21 north side of F Street for the entire length  
22 and the south side of G Street. All of

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1 Square 80 on both of those street frontages  
2 would include a street scape plan in keeping  
3 with the overall campus street scape plan.

4 As the witnesses have described,  
5 this project accomplishes a number of  
6 important goals for the District and the  
7 University and does so through a  
8 historically sensitive development. In  
9 order to accommodate the program for both  
10 institutions, we are requesting this joint  
11 PUD with re-zoning and we are also  
12 requesting the flexibility as Andi Adams  
13 mentioned to respond to Historic  
14 Preservation Review Board and CFA issues as  
15 we complete the final permit process and  
16 that completes our presentation with time to  
17 spare. Thank you.

18 (Applause.)

19 CHAIR HOOD: Must have done a  
20 good job. You got an applause.

21 MS. DWYER: Thank you.

22 CHAIR HOOD: Anyway, let me say

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1       this first to Mrs. Harris. That's very  
2       admirable of you to come back and you've  
3       been retired for four months. That says a  
4       lot about your commitment.

5                       (Applause.)

6                       CHAIR HOOD: You know I don't  
7       think -- I didn't say that to give her a  
8       round of applause. I know she appreciates  
9       that, but we don't have any demonstration.  
10      We're sort of like the City Council. We  
11      don't demonstrate in the audience. So if  
12      you all could hold your applause, I would  
13      appreciate it.

14                      Let me ask this though, Mr.  
15      Brady. I think you mentioned this earlier  
16      about the school board had to vote on this  
17      transfer. Who has to vote on the transfer  
18      of the land? How is that going to happen  
19      and getting to my question, if that does not  
20      happen, will this deal go forward?

21                      MR. BRADY: City Council has  
22      fully supported the transfer of the land as

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1 has the school board.

2 CHAIR HOOD: So basically that's  
3 been done.

4 MR. BRADY: Correct.

5 CHAIR HOOD: Okay. All right.  
6 I'm going to open it up and let my  
7 colleagues go first. I have a few  
8 questions, but they may be asked unless you  
9 all want me to go first. Commissioner  
10 Jeffries.

11 COMM. JEFFRIES: Whoever wants to  
12 answer this, it's about the parking, perhaps  
13 the architect. I'm just trying to get my  
14 hands around, arms around, the parking.  
15 There's existing parking for the Schools  
16 Without Walls. Correct? And you're not  
17 going to replace that onsite, but you're  
18 going to provide, the University, will  
19 provide parking at some other location. By  
20 providing those parking spaces for School  
21 Without Walls in some other location within  
22 GW, are you in fact lessening the number of

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1 parking spaces that are available at GW? I  
2 guess I'm trying to make certain I  
3 understand if there's a number here that I'm  
4 not getting.

5 MR. KATZ: We are going to -- As  
6 part of MOU, we would be providing parking  
7 for the School Without Walls in other  
8 parking facilities at the University. What  
9 we're talking about is 30 parking spaces  
10 that are included in the MOU that would be  
11 provided at no expense and then there is an  
12 additional 15 parking spaces that if they  
13 need it they can be purchased at the rate  
14 that we charge faculty and staff and what  
15 we're doing is on this site we're going to  
16 be adding 178 below grade parking spaces,  
17 although the parking that they be getting  
18 would not be in this facility since this is  
19 a residence hall. We will be adding spaces  
20 at that location and we will be able to  
21 accommodate the 30 parking spaces plus the  
22 possibly additional 15 within our overall

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1 parking inventory.

2 COMM. JEFFRIES: I'm just trying  
3 to make certain that I'm clear on -

4 (Off the record comments.)

5 MR. KATZ: I'm sorry. Lou Katz.

6 COMM. JEFFRIES: Okay. So no.  
7 So truly the 30 parking spaces are going to  
8 be replaced. Your point is that they're  
9 going to be relocated. They're going to be  
10 provided to the school at another location.  
11 But by doing that, you're not reducing the  
12 inventory of parking spaces.

13 MR. KATZ: No, in fact there  
14 would be a net gain of parking spaces  
15 through this development.

16 COMM. JEFFRIES: Okay. Thank  
17 you.

18 MR. KATZ: Thank you.

19 CHAIR HOOD: Anybody else?

20 COMM. PARSONS: Mr. Chairman, I  
21 just wanted to congratulate Mr. O'Donnell  
22 and his team on the revision to the addition

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1       which I expressed concern about at the last  
2       meeting, but I assume you've had a lot of  
3       advice and I don't want to give anymore.  
4       You've done a fine job.

5                   MR. O'DONNELL:   Thank you.

6                   CHAIR HOOD:    Mr. Turnbull.

7                   COMM. TURNBULL:  I just had -- I  
8       wanted to ask either Mr. Katz or someone  
9       from the -- I just wanted to review, this  
10      relates to the density issue and the current  
11      plan which you're looking for a 20 year PUD  
12      for the campus.  If I'm not mistaken, the  
13      current PUD for the campus shows the density  
14      going toward the middle.  This is sort of  
15      still toward the periphery?  Toward the  
16      edge?

17                  MR. KATZ:   That is correct and  
18      the reason that it is located on this site  
19      and that is what we're trying to -- the  
20      point that we're making.  By building on  
21      this site, this allows us to continue the  
22      partnership with the school, at least the

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1 facility part of it. It does not impact  
2 directly the programmatic partnership, but  
3 this would allow us to transfer  
4 approximately \$12 million to DCPS so that  
5 they can move ahead the renovation and  
6 addition to the School Without Walls.

7 Like I said, we could build this  
8 elsewhere. In fact, you could build this by  
9 our current campus plan -- If we didn't buy  
10 the parking lot and the additional  
11 development rights on the current campus  
12 plan, it would allow us to build a 90 foot  
13 building on the land that we already own.  
14 It would not be as big a site and so we  
15 could not accommodate as many beds on this  
16 site. What this allows us to do is to  
17 increase the number of beds, not increase  
18 the height to the building.

19 Obviously the floor plate of the  
20 building would be bigger. We would be able  
21 to accommodate the parking on this site  
22 because with a bigger floor plate, you can

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1 do the parking more efficiently than what we  
2 do. But beyond the allowing us to transfer  
3 money to the DCPS for the redevelopment of  
4 the School Without Walls, it allows to  
5 preserve other sites that were already  
6 designated in our campus plan to use as  
7 residential.

8           So again, in concept, it's the  
9 same principles that we're using in our  
10 overall campus plan to concentrate the  
11 development in specific sites. The one  
12 difference and you are picking up on it  
13 correctly is on the periphery and it's not  
14 at the core of the campus. But I would add  
15 what is located around us is predominantly  
16 properties that we already own and use.  
17 There are I believe three townhouses across  
18 the street that we do not own. The rest of  
19 it used by the University. And the 90 foot  
20 height is consistent with what else is along  
21 on F Street. It's not obviously consistent  
22 with the heights of the townhomes.

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1                   COMM. TURNBULL: Are all the  
2 rowhouses on 22nd Street?

3                   MR. KATZ: Those are -- All of  
4 them are owned by the University except for  
5 one which is a fraternity and that's closer  
6 to G Street.

7                   COMM. TURNBULL: Okay.

8                   MR. KATZ: On 22nd Street.

9                   COMM. TURNBULL: You know and I  
10 think that obviously the partnership is one  
11 of the most admirable things that I know we  
12 have. I'm just going back to -- I don't know  
13 how many sessions we've had. We've had five  
14 sessions that went for four to five hours.  
15 We went home at 1:00 a.m.

16                  MR. KATZ: We have one more to  
17 go.

18                  COMM. TURNBULL: I know. I guess  
19 we had a lot of very positive and against.  
20 We had a lot of pro and we had a lot of  
21 comments from the neighbors about density  
22 and issues with just neighborhood issues,

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1 people with their cars being trashed and a  
2 lot of citizens that were outraged. I'm  
3 just wondering. Is this going to aggravate  
4 the problem? Are we going to have more --  
5 Is our final session going to be a heated  
6 debate with a lot of neighbors who are just  
7 very concerned about the neighborhood not  
8 being a good neighbor?

9 MR. KATZ: I think obviously the  
10 neighbors are going to speak for themselves,  
11 but from what we've been hearing from the  
12 majority of the community in Foggy Bottom,  
13 they are in support of this project. They  
14 may not like -- There are certain aspects of  
15 it relative to whether this counts within  
16 the overall aggregate of the campus. But as  
17 far as the -- It's consistent with what  
18 we've build along F Street and the thing  
19 that we've, including the residence hall,  
20 just opened this year which is 90 feet is  
21 the next block over.

22 What we have done to help

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1 accommodate this though and we did hear this  
2 from the community meetings is to provide  
3 another entrance for the residence hall and  
4 by creating the courtyard at the back side  
5 of this building and have that be closer to  
6 where the majority of their classes will be  
7 and that we're going to create other  
8 courtyards within that square, we believe  
9 the majority of the students will use that  
10 entrance of the building and we will  
11 encourage them to do. And again, that we  
12 believe will help alleviate concerns of the  
13 neighborhood.

14 So we've tried to be as  
15 responsive as we can on this site. The  
16 fundamental issue if we want to do at least  
17 the development part of the partnership with  
18 the School Without Walls this is the only  
19 site we could do it on and that's literally  
20 why we're here today which is the question  
21 Commissioner Hood asked us at the very  
22 beginning of this process.

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1                   COMM. TURNBULL: He's miles away.  
2 He's reading. I guess the only other thing  
3 I have is --

4                   CHAIR HOOD: I was going to ask  
5 that one tonight too.

6                   COMM. TURNBULL: My only other  
7 comment I think is I can see you tweak the  
8 sustainability features. Define those a  
9 little bit more. A lot of them are very  
10 general in here and I'd like to see them  
11 just tweaked a little bit more.

12                  MR. KATZ: Okay.

13                  COMM. TURNBULL: Thank you.

14                  MR. KATZ: Thank you.

15                  CHAIR HOOD: Mr. Graae, you  
16 mentioned, I think it was Slide 33, that you  
17 still had to tie in, I guess, the access to  
18 the -- Sorry. Didn't get a chance to get to  
19 the table.

20                  MR. GRAAE: Your question again.  
21 I'm sorry.

22                  CHAIR HOOD: You mentioned, in

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1       some of your presentation, Slide 33, page  
2       33, about you're still working on how things  
3       are going to tie on. At what point will you  
4       nail that down?

5                   MR. GRAAE: Well, what I think  
6       what I was trying to say is we're in a  
7       design development stage which is still  
8       where you're refining things and we are  
9       still in the process of addressing some of  
10      the comments that the Commission of Fine  
11      Arts gave us and we know we will be going  
12      back to them for approximately at the end of  
13      the design development phase. So it's  
14      really more in the area of finishes and  
15      details and colors of materials basically.  
16      I don't think there's anything particularly  
17      significant about the building design that  
18      we would anticipate changing.

19                  CHAIR HOOD: Okay. Ms. Dwyer,  
20      I'm not sure who can answer this, but I  
21      thought it was 23rd and I'm looking and it's  
22      22nd Street. Those townhomes along 22nd

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1 Street, what's going on there? Who owns  
2 those townhomes?

3 MR. KATZ: The University owns  
4 those townhouses.

5 CHAIR HOOD: All of them?

6 MR. KATZ: Between F and G on  
7 22nd Street except for one townhouse which  
8 is owned and occupied by a fraternity. We  
9 own all of the other townhomes along 22nd  
10 Street.

11 CHAIR HOOD: Okay. Ms. Dwyer,  
12 you alluded to this. Thank you. Ms. Dwyer,  
13 you alluded to this in your opening comment,  
14 but I'm going to ask you again because I see  
15 it here in the ANC submittal. It talks  
16 about trying to achieve the FAR of 6.0 at  
17 R5E and you mentioned why. And I saw in your  
18 submittal the reason you mentioned it, you  
19 wanted to -- because it doesn't go against  
20 your aggregate.

21 MS. DWYER: That's correct.

22 CHAIR HOOD: Could you explain

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1       that to me so I can understand it?

2                   MS. DWYER: Certainly. As you  
3       know for university campuses, all  
4       residentially zoned property is subject to  
5       the aggregation rule. So if you have an FAR  
6       cap of 3.5 for the entire campus, all  
7       residential property comes within that.

8                   In order for the university to  
9       purchase something from DCPS, the property  
10      has to come out of the aggregation rule.  
11      Otherwise, the university is essentially  
12      buying it from itself and there's nothing to  
13      pay DCPS. I was trying to think of a simple  
14      explanation for this and when you're in  
15      court, you're trying to think of these easy  
16      examples.

17                   The only thing I can think is  
18      you're someone and they tell you you can  
19      only have ten oranges, but you can have as  
20      many apples as you want. And somebody wants  
21      to sell you two more oranges and you say I  
22      can buy the two oranges from you but then I

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1 have to give away two that I have because  
2 I'm limited to just ten. But if you sell me  
3 an apple, I can have as many as I want.

4 And that's kind of what we're  
5 doing here. We're trying to take the  
6 property out of the aggregation rule, create  
7 the SP zoning which allows it to be  
8 purchased by GW. It doesn't count within  
9 the campus FAR. They don't have to give up  
10 something else around their campus. And  
11 that's the only way for the MOU and the deal  
12 to work.

13 So the SP zoning makes sense from  
14 that perspective. I said it makes sense  
15 because it's consistent with the zoning on  
16 the campus, consistent with the comp plan,  
17 consistent with what's done with other  
18 universities and it's a win-win for both of  
19 the institutions.

20 CHAIR HOOD: Okay. Thank you,  
21 Ms. Dwyer. My next question is to the  
22 architect for the dorm and I forgot who it

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1 was. Mr. Graae. Okay. When I look at, and  
2 I forgot its number, a different rendering,  
3 see I look at most of the rendering. It  
4 looks as though School Without Walls, both  
5 it's 90 feet and the dorm is 90 feet, but it  
6 looks to me in the pictures that the --  
7 Maybe I should let one of my colleagues who  
8 are architects ask this question, but I'm  
9 going to ask it. It looks like to me that  
10 the dorm is much higher than the School  
11 Without Walls and is that the reason -- Is  
12 that because I'm looking at it from the  
13 ground up? Or is it 3-D? Or why does it  
14 look like that to me?

15 MS. DWYER: Mr. Hood, I can  
16 perhaps have Sean to address that because  
17 the height of the School Without Walls is  
18 taken to the height of the tower. So that's  
19 why it's listed as 89 feet, but it's not in  
20 reality that full height.

21 MR. O'DONNELL: That's correct  
22 and what you're seeing here, at the very top

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1 of the exit steam tower is just under 89  
2 feet. So that's the reference for us. Our  
3 building is 72 feet up to the top of the  
4 media center and then it gets lower from  
5 there.

6 CHAIR HOOD: Okay. So the School  
7 Without Walls building is going to be 72  
8 feet.

9 MR. O'DONNELL: To the top of the  
10 roof of the media center is approximately 72  
11 feet above the curb line.

12 CHAIR HOOD: And the tower gives  
13 it the 89.

14 MR. O'DONNELL: Yes.

15 CHAIR HOOD: Okay. That's all  
16 the questions I have. Are there any other  
17 questions?

18 COMM. PARSONS: Mr. Chairman, I'm  
19 a little concerned about the specificity and  
20 the lack of specificity. I mean in a PUD  
21 circumstance we're pretty sure what the  
22 finishes are going to be, what the landscape

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1 plan. The landscape plan for here like on  
2 page 38, I believe, it's very sketchy. It  
3 has no specifics as to what will be planted  
4 and maybe I could ask. When is your next  
5 round with the Commission of Fine Arts? Is  
6 there anyway we can get more into our  
7 records so that it will be more in keeping  
8 with our standard approvals of PUDs?

9 MS. DWYER: If I could just  
10 address that. We have the building  
11 materials here to show you, the palette of  
12 colors. The problem is to go back to CFA  
13 and HPRB for final approval we need to have  
14 the zoning approval in place. So it's kind  
15 of a Catch-22, but the architects brought  
16 the materials to show you and it's the same  
17 level of detail that we provided for the  
18 Square 103 PUD which also went back to the  
19 Commission of Fine Arts.

20 COMM. PARSONS: All right.

21 MS. DWYER: So we are happy to  
22 provide you with at least a range of the

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1 materials and the colors if you would like  
2 to see those.

3 COMM. JEFFRIES: Actually,  
4 Commissioner Parsons, that was going to be  
5 my question. I was a little concerned about  
6 the materials at least on the dorm. I was  
7 going to ask that question as follow-up.

8 COMM. PARSONS: All right. Go  
9 ahead.

10 MR. GRAAE: We have some sample  
11 boards that actually are a little concealed  
12 right now. We'll bring those up and we can  
13 get more specific about the preliminary  
14 materials that we've selected.

15 As far as landscape material, we  
16 haven't gotten that far but we certainly  
17 will be giving it a lot of thoughtful  
18 consideration in terms of the street scape  
19 plant material. Right now, we're just  
20 conceptually proposing where the plantings  
21 are and where the paved surfaces are and  
22 sort of conceptually what our thoughts are

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1 in terms of the planter, the raised tree  
2 planters on either side flanking the  
3 entrance and the fact that the landscaped  
4 area is sort of at the sidewalk plane as  
5 opposed to alternatively being raised up in  
6 a planter bed with a wall around it.

7 CHAIR HOOD: Ms. Dwyer, Mr.  
8 Parsons is --

9 MS. DWYER: We can provide more  
10 information on the planting and materials.

11 CHAIR HOOD: Yes, we need --

12 MS. DWYER: We can do that for  
13 the record.

14 CHAIR HOOD: Okay. Good. We  
15 need that.

16 MR. GRAAE: And we think we'll be  
17 at CFA again somewhere in the next month and  
18 a half, two months, somewhere in that time  
19 period.

20 MR. O'DONNELL: This is something  
21 that CFA and HPRB have both expressed  
22 interest in as well and we've been studying

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1 it fairly closely. But to just quickly go  
2 over the landscape, our --

3 COMM. JEFFRIES: You're talking  
4 about SWW?

5 MR. O'DONNELL: Yes. Can you  
6 hear me? This is just for the School  
7 Without Walls, but again our material  
8 palette for the paver is derived from these  
9 two blue stones essentially and this would  
10 compliment the standard red brick sidewalk  
11 that would be the standard for the academic  
12 district established by the university.

13 COMM. JEFFRIES: Yes. How does  
14 the blue stone compare to like a flagstone?  
15 What's the difference?

16 MR. O'DONNELL: The blue stone is  
17 a conventional material that's used in urban  
18 environments up against brick buildings all  
19 the time.

20 COMM. JEFFRIES: But it's pretty  
21 durable.

22 MR. O'DONNELL: Absolutely.

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1                   COMM. JEFFRIES: Does it wear?

2                   MR. O'DONNELL: I've lived in  
3 Brooklyn before moving here for example and  
4 in front of rowhouses in Brooklyn, blue  
5 stone has lasted for over a century.

6                   COMM. JEFFRIES: Okay.

7                   MR. O'DONNELL: Any other  
8 questions on the palette?

9                   COMM. JEFFRIES: No, my questions  
10 were around the elevations of the dorm. I  
11 wanted to look at those materials, but if  
12 there are any more that you need to add as  
13 it relates to landscaping. Commissioner  
14 Parsons, is there anything else or are you  
15 just going to wait until the record?

16                  COMM. PARSONS: Well, I'm just  
17 hoping we can get a landscape plan with some  
18 specificity.

19                  MS. DWYER: Yes, we will file a  
20 landscape plan for the record.

21                  COMM. PARSONS: The courtyards  
22 and so forth.

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1 MS. DWYER: Yes, with all of the  
2 detail and if there's two alternate plan  
3 types, we'll indicate which two are being  
4 considered. But we'll provide that detail  
5 for you.

6 COMM. PARSONS: Great, and the  
7 sizes.

8 MS. DWYER: Yes, the sizes and  
9 all of that information.

10 MR. GRAAE: Did you want me to go  
11 over building materials?

12 COMM. JEFFRIES: Yes, I would. I  
13 would like you to do that.

14 MR. GRAAE: Okay.

15 COMM. JEFFRIES: My concern just  
16 so you know, I think there is some definite  
17 improvement on the architecture, but you  
18 know the residential hall building can look  
19 rather monolithic and I see that you've  
20 tried to carve it up a bit and make it not  
21 look as monolithic, but I think the  
22 materials are really critical. So I just

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1       wanted to make sure I was clear about what I  
2       was looking at because this illustration,  
3       the colors look somewhat animated and I know  
4       that's not exactly how they're going to  
5       look.

6                       MR. GRAAE:   That's a fair  
7       critique.   Sometimes these 3-D modeling are  
8       difficult to get the colors exactly the way  
9       you would like to envision them and this is  
10      our preliminary board at this point.   We're  
11      proposing for the base, the red brick base,  
12      here (Indicating) that sort of relates to  
13      the adjacent townhouses on either side.   In  
14      our case, we're proposing a smooth-faced  
15      brick that has an iron spot in it and it has  
16      some variegation of color to give it a  
17      little brightness.

18                      And then above that in the  
19      midsection which is this sort of tannish  
20      color rightfully not as well rendered as it  
21      might be, and that's this similar family of  
22      brick that's smooth with the iron spot.

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1 Again, that has a sort of a reference to  
2 Guthridge which is a similar kind of a  
3 brick.

4 COMM. JEFFRIES: Is that more  
5 like blonde kind of brick?

6 MR. GRAAE: Well, it's a warm tan  
7 I guess you would call it.

8 COMM. JEFFRIES: All right.

9 MR. GRAAE: We're trying out some  
10 of the tonality in the base and yet not  
11 contrast it too much. That was the comment  
12 we got from CFA. And then we have the  
13 precast above which is the top part of the  
14 building to sort of the lighten the visual  
15 weight of the building.

16 COMM. JEFFRIES: Now that's  
17 interesting because it looks gray in the  
18 drawing, the illustration, and that looks  
19 more warm.

20 MR. GRAAE: Yes, and that's  
21 really where we want to go.

22 COMM. JEFFRIES: Yes, absolutely.

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1       That's much better.

2                   MR. GRAAE:   And then our window  
3 framing systems are sort of this lighter  
4 gray.   Elements that are up in the cornice  
5 line and things like that are that gray and  
6 then we're looking at the possible  
7 embellishment of the spandrel glass.   This  
8 is the typical glass.   This is the paver  
9 that's sort of the standard street scape  
10 paver.   I don't have -- We're not going to  
11 be using the blue stone on our F Street  
12 because that just will continue down with  
13 the brick.

14                  COMM. JEFFRIES:   Right.   And  
15 you're in the DB phase.   So I know you're  
16 looking at some further refinements.   But  
17 any thoughts that you can share with us as  
18 to particular details that might be part of  
19 the refinement of the elevation or are you  
20 dealing with floor plan?

21                  MR. GRAAE:   Well, certainly floor  
22 plan will be one of the refining elements

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1 right now, but I would say things like how  
2 we detailed the curtain wall system and how  
3 the aluminum is handled, the way in which  
4 the spandrel glass because we have a  
5 spandrel piece there at each floor line, how  
6 we modulate that glass and treat that.

7 COMM. JEFFRIES: Right.

8 MR. GRAAE: We'll be evaluating  
9 details of how the cornice is designed and  
10 detailed. All those elements are that  
11 design development that we're going through  
12 right now.

13 COMM. JEFFRIES: Okay. Thank  
14 you.

15 CHAIR HOOD: Any other questions?

16 COMM. TURNBULL: Mr. Chairman, I  
17 want to ask Mr. Graae on those finishes. On  
18 the precast up on that top level, what size  
19 -- It looks fairly monolithic. Are those  
20 panels? Is there some type of scoring?  
21 What are you looking at?

22 MR. GRAAE: Yes, there certainly

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1 will be. There has to be. Of course, the  
2 joints and that is a refinement again.  
3 That's probably on that list of things that  
4 we need to further refine. We're studying  
5 that right now. We're dealing in large  
6 details of how the precast will work and  
7 profiling and reveals in vertical and  
8 horizontal joint lines.

9 COMM. TURNBULL: Okay. Maybe I  
10 can ask just Mr. O'Donnell in some of the  
11 finishes for the school addition. When Ms.  
12 Adams was talking, she was talking about  
13 compatibility and I'm just looking back at  
14 the elevation on the prospective on the  
15 same, on slide 43 which it looks like the  
16 building is more compatible with the  
17 buildings across the street rather than with  
18 the school. I mean I get a flavor that it's  
19 trying to match more of them. It's actually  
20 trying to match some of the dorms.

21 MR. O'DONNELL: Well, with  
22 respect to what it's trying to match, it's

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1 something that we've actually actively  
2 discussed with HPRB and part of their  
3 encouragement was we did have a red brick  
4 initially as the material and lower  
5 limestone which is where we're moving now  
6 and they encouraged us to differentiate the  
7 building through the design so that again it  
8 appears more as though it's the neighbor to  
9 the building and not an addition, a part,  
10 onto that building. So it's something we've  
11 been endeavoring to do.

12 Again, the materials that we're  
13 drawn, the distinctions between while the  
14 rendering quite similar in the palette, the  
15 materials are quite different. Chris is  
16 using brick predominantly. We're using  
17 limestone as the base masonry. So once --

18 COMM. TURNBULL: Is that again  
19 not a monolithic use of it? Are you using  
20 big panels? Smaller panels?

21 MR. O'DONNELL: The panels, again  
22 all sort of joint team, there are some

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1 things that HPRB has asked us to look at and  
2 so we're not quite there on it. But  
3 limestone panels are typically a larger  
4 module than brick and the use of it is  
5 fairly slender actually. It's just sort of  
6 L-shaped wrapping the brick. But you also  
7 see here we're also exploring this wall here  
8 (Indicating) which is clearly in the public  
9 domain and that may very well become that  
10 same material. Again, this was one of the -  
11 -

12 COMM. TURNBULL: Which material?

13 MR. O'DONNELL: It may move to a  
14 limestone or whatever that final finish  
15 material is and these are again questions  
16 that HPRB has asked of us to come back. But  
17 again, we're looking at limestone because  
18 it's derived from the G Street context and  
19 there are brick and limestone buildings  
20 repeating up and down G Street in front of  
21 our building.

22 COMM. TURNBULL: Okay. Thank

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1       you.

2                   MR. GRAAE:  Commissioner, I'd  
3       just like to add to your concerns on the  
4       precast.  I think there are certainly a lot  
5       of reference points on how precast is being  
6       handled by GW recently.  There is Square 103  
7       and there is Square 43, the Ivory Tower.  
8       Those are good models to look at in terms of  
9       certainly the kinds of ways in which we'll  
10      handle precast because there's a lot of  
11      similarity to those buildings.

12                  COMM. TURNBULL:  Yes, and maybe  
13      it's just too early.  It looks kind of  
14      cartoonish now and it just has a feeling  
15      that it's Gotham City type, something  
16      strange happening and I just hope that  
17      there's a sensitivity to it.  I don't want  
18      to make light of it, but I just worry about  
19      the feeling, the character, of what that  
20      looks like.  Thank you.

21                  CHAIR HOOD:  Ms. Milanovich.  You  
22      had a question?  Go ahead.  You can go.

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1                   COMM. JEFFRIES: The only thing  
2                   that I wanted to add. I thought  
3                   Commissioner Hildebrand, I appreciated your  
4                   -- Hildebrand, I'm sorry.

5                   CHAIR HOOD: Mr. Hildebrand.

6                   COMM. JEFFRIES: I'm sorry.

7                   CHAIR HOOD: You're going back.

8                   COMM. JEFFRIES: Mr. Turnbull.  
9                   It's all the Architect of the Capital.

10                  COMM. TURNBULL: Can I use that?

11                  COMM. JEFFRIES: Don't. But I do  
12                  appreciate, Commissioner Turnbull, your  
13                  catch around this whole notion of this part  
14                  of the campus plan being somewhat of a  
15                  carve-out from this whole up-not-out  
16                  approach in terms of keeping the density  
17                  more to the center of campus and leaving the  
18                  parameter lower scale and so forth. But  
19                  that this is somewhat of a carve-out and  
20                  obviously there are a lot of reasons for  
21                  that, economic which is not part of our  
22                  jurisdiction, but so noted. I just thought

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1       that -- I appreciate you catching that.   So  
2       I'm looking forward to some of the  
3       commentary from the residents.

4               MS. DWYER:   Mr. Jeffries, if I  
5       could say that this site was called out in  
6       the prior campus plan for housing at this  
7       location and one of the things we can't do  
8       is we can't move the School Without Walls.  
9       It is where it is.   So we have to take the  
10      parking lot where it is and work with the  
11      school to create a development that works  
12      for both parties.   But this is the only  
13      project that is the exception to the rule  
14      about concentrating the density in the core  
15      of the campus.

16             COMM. JEFFRIES:   But I'm just  
17      dealing with the purity of your plan in  
18      terms of making the statement that there is  
19      a carve-out.   I got you in terms of the  
20      basic structure.

21             CHAIR HOOD:   Ms. Milanovich, I  
22      don't really have a question.   Well, yeah, I

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1 do have a question and I'll try not to tie  
2 into other cases with other cases and to  
3 carve out this piece and that piece but  
4 we're dealing with the campus plan and I  
5 don't want to bring into this but in the  
6 same area and I'm looking here at the level  
7 of services at these intersections and I  
8 know it's a block away. I think we've  
9 talked about a block or two away and the  
10 most of the level of service being in sync,  
11 but is this realistic?

12 I understand that it will be this  
13 whether this development moves forward or  
14 not, staying the same except with one  
15 specific intersection. But typically in  
16 that circumstance, most of the levels of  
17 service where C and D. Now here I am two  
18 weeks later and most of the levels of  
19 services are A and B. Is there something  
20 about levels? Maybe I just don't get it.  
21 Maybe I just need to stop asking questions  
22 about traffic or what is the magic hat and

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1 the rabbit. Maybe I just need to do that  
2 because I'm thoroughly confused how two  
3 blocks away we can get A and A and I'm  
4 looking for C and D and now I see whether  
5 this development goes forward and maybe I  
6 just don't understand. Can you help me?

7 MS. MILANOVICH: Well, these  
8 intersections were also evaluated as part of  
9 the campus plan study and there are several  
10 intersections in the campus plan that are  
11 operating at C and D. This area is, I  
12 guess, we'll say operates slightly better  
13 than some of the adjacent intersections that  
14 are busier and have different intersection  
15 controls and different lane configurations.

16 I would also note that we've done  
17 updated counts. The campus plan had counts  
18 that were conducted at a couple of different  
19 time periods, but the counts that are used  
20 in this study were done in September of '05.  
21 So this is realistic and this is an area of  
22 the campus that's not as congested as some

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1 of the other areas that were showing as  
2 level of service C or D, you know, a couple  
3 intersections away.

4 CHAIR HOOD: Okay. Thank you.  
5 I'm not questioning your analysis. I'm just  
6 trying to understand for myself. Also, Ms.  
7 Dwyer, there were some issues raised by DDOT  
8 and I'm not sure if you covered them about  
9 the permit parking but I would like to raise  
10 it and maybe we'll ask it on the back end  
11 because I haven't had a chance to fully look  
12 at this.

13 Any other questions, colleagues?

14 COMM. JEFFRIES: Yes, I have one  
15 other question and I know I usually don't  
16 have this many questions but, Ms.  
17 Milanovich, did you just say that this was  
18 based on from December 2005, these numbers?

19 MS. MILANOVICH: It's actually  
20 September.

21 COMM. JEFFRIES: September?

22 MS. MILANOVICH: Yes, of 2005.

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1 And they were -- I'm sorry. Go ahead.

2 COMM. JEFFRIES: And so when I  
3 look at the one slide that talked about  
4 future development and sort of the impact,  
5 what was that? It was you mentioned future  
6 development. It was sort of existing and  
7 then future. I don't remember -- Yes, back  
8 on levels of service and the next slide.  
9 Total future levels of service, what does  
10 that slide mean?

11 MS. MILANOVICH: The background  
12 levels are 2009 projections without the site  
13 traffic generated from the proposed  
14 development.

15 COMM. JEFFRIES: Okay.

16 MS. MILANOVICH: The total future  
17 levels of service are 2009 projections with  
18 the traffic from the proposed development.  
19 So we've taken the traffic that was counted  
20 in September of 2005 and projected it to  
21 2009.

22 COMM. JEFFRIES: Right.

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1 MS. MILANOVICH: Which is the  
2 proposed build out of the site.

3 COMM. JEFFRIES: But in terms of  
4 additional newer development that in this  
5 area, that's been taken into account.

6 MS. MILANOVICH: Yes. You mean  
7 other than the proposed development?

8 COMM. JEFFRIES: Right.

9 MS. MILANOVICH: Yes, that's  
10 taken into account in the background slide  
11 as well as the total future slide.

12 COMM. JEFFRIES: So between  
13 September of 2005 and today, there have not  
14 been any new plans of anything that might  
15 not have been picked up in the future level  
16 of service.

17 MS. MILANOVICH: We've included  
18 several developments that were in the works  
19 since September of 2005.

20 COMM. JEFFRIES: Okay.

21 MS. MILANOVICH: That have since  
22 been -- Some of which have been built. Some

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1 of which are still in the planning process,  
2 but that's included in our projections.

3 COMM. JEFFRIES: Okay. That's  
4 what I was trying to get to. I just wanted  
5 to make -- When I heard December 2005, I  
6 mean a lot of things can occur in ten months  
7 and if your numbers reflect it --

8 MS. MILANOVICH: Yes.

9 COMM. JEFFRIES: More than a year  
10 ago. Okay. Thank you.

11 CHAIR HOOD: Any other questions,  
12 colleagues? Okay. Let's move right along.  
13 Our parties, ANC 2A, Chairman Micone and Mr.  
14 Hitchcock. Cross examination.

15 MR. HITCHCOCK: Thank you,  
16 Chairman Hook and members of the Commission.  
17 For the record, my name is Con Hitchcock and  
18 I'm here with Vince Micone who is the Chair  
19 of ANC 2A. The Commission has anticipated a  
20 number of the questions that we had  
21 particularly about the development of the  
22 southern periphery. So we won't get into

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1       that.

2                       But I have a couple of questions  
3       dealing with the memorandum of  
4       understanding. What would be the most  
5       appropriate witness?

6                       MS. DWYER: Well, either Mr.  
7       Graae or Mr. Katz.

8                       MR. HITCHCOCK: All right.  
9       Perhaps Mr. Katz then. Mr. Katz, do you  
10      have a copy of the MOU in front of you?

11                      MR. KATZ: Yes.

12                      MR. HITCHCOCK: Okay. I have a  
13      couple of questions on the provisions on  
14      page six, particularly starting with Section  
15      5.2. This is the provision that allows  
16      either party to walk away from the deal if  
17      certain zoning relief is not granted. Are  
18      you familiar with this?

19                      MR. KATZ: Yes I am.

20                      MR. HITCHCOCK: Okay. There are  
21      three conditions there, are there not,  
22      allowing you to walk away if you can't

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1 approve to re-zone nonresidential, if the  
2 aggregation rule should apply or final  
3 approval of the re-zoning is not obtained by  
4 December 31 of this year? Let me ask you  
5 about each one. Is it GW's present  
6 intention to terminate the MOU if there's no  
7 re-zoning to nonresidential?

8 MR. KATZ: If it's not re-zoned  
9 to nonresidential that means there was no  
10 value that we could pay to DCPS and I would  
11 expect that DCPS would have something to say  
12 if there was no value coming to them.

13 MR. HITCHCOCK: So is the answer  
14 to my question yes GW will terminate?

15 MR. KATZ: No, the answer is if  
16 that were the case, I'm sure both parties  
17 would sit down and discuss this, but it  
18 would change the dynamics completely because  
19 there would be no value that would be  
20 created.

21 MR. HITCHCOCK: Understood. The  
22 same thing with respect to the aggregation

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1 rule.

2 MR. KATZ: That's the same issue.  
3 That's how you create the value.

4 MR. HITCHCOCK: Understood. And  
5 how about the third point? What do you mean  
6 by "final approval"?

7 MR. KATZ: We set a time frame  
8 for this.

9 MR. HITCHCOCK: No. What do you  
10 mean by the phrase "final approval"? Do you  
11 mean an order that has been issued by this  
12 Commission?

13 MR. KATZ: Yes.

14 MR. HITCHCOCK: Okay. And if  
15 this Commission does not publish a final  
16 order by December 31st of this year, is it  
17 GW's present intention to walk away from  
18 this?

19 CHAIR HOOD: I think it says  
20 final. I think he's answered that question  
21 and we don't need to delve too much into  
22 that.

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1                   MR. HITCHCOCK: Well, my question  
2                   is will GW walk away if it is not granted,  
3                   if final approval is not granted, by the end  
4                   of the year?

5                   CHAIR HOOD: That's the way I  
6                   read it, but you can ask it. You can ask it  
7                   but it says it here.

8                   MR. HITCHCOCK: It says "shall  
9                   have the right to terminate." That leaves  
10                  it open.

11                  MR. KATZ: That doesn't mean we  
12                  will terminate. It depends on the  
13                  circumstances.

14                  MR. HITCHCOCK: That's my  
15                  question.

16                  CHAIR HOOD: Okay. I'm sorry.  
17                  Answer his question.

18                  MR. KATZ: Yes. It depends on  
19                  the circumstances. If we believe it will be  
20                  approved in a time frame that we can build  
21                  the residence hall, we're going to continue  
22                  forward. If we believe it will never be

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1 approved, yes we would terminate.

2 MR. HITCHCOCK: Okay. Thank you.  
3 My next question deals with paragraph 5.5 at  
4 the bottom of that page and in that it deals  
5 with the possibility of conditioning either  
6 the start or the completion of construction  
7 of the School Without Walls prior to  
8 issuance of the permit or something of that  
9 nature for GW.

10 MR. KATZ: It's right down here.  
11 Okay. Sure.

12 MR. HITCHCOCK: Take a moment to  
13 read it.

14 MR. KATZ: You're asking me what  
15 was --

16 MR. HITCHCOCK: No, there is no  
17 pending question. I just want -- Do you  
18 have it in front of you?

19 MR. KATZ: Yes.

20 MR. HITCHCOCK: Okay. Would GW  
21 accept a condition to withhold building  
22 permit on the GW portion until after the

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1 DCPA portion has been started or completed?

2 MR. KATZ: That would change our  
3 ability to deliver the housing that we need.

4 MR. HITCHCOCK: So the answer is  
5 yes?

6 MR. KATZ: What you're asking it  
7 depends on what the circumstances are but  
8 basically in our overall campus plan, we  
9 talk about how we're going to transition out  
10 of other properties. We do need to build  
11 this residence hall to be able to transition  
12 out of other properties that are off campus.  
13 So that things are linked in that way.

14 If you're talking about a minor  
15 delay and we still can deliver it in time,  
16 we have no problem. Our goal is not to walk  
17 away from this in any way whatsoever. We  
18 have been working with the School Without  
19 Walls since 1980 in a very good partnership.  
20 But we do need to build a residence hall and  
21 we understand it's enough of an issue to  
22 deliver the residence hall from our

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1 perspective. We did not want to have other  
2 contingencies that might occur.

3 MR. HITCHCOCK: Thank you. One  
4 more.

5 (Off the record discussion.)

6 MR. HITCHCOCK: A question for  
7 Ms. Milanovich. Ms. Milanovich, when doing  
8 the traffic counts in December, did you take  
9 into account the construction taking place  
10 along F Street?

11 MS. MILANOVICH: Actually, the  
12 counts were done in September.

13 MR. HITCHCOCK: September. Okay.  
14 We have nothing further. Thank you.

15 CHAIR HOOD: Okay. Thank you.  
16 I'm going to ask Ms. Bagwell and Mr. May,  
17 HSA.

18 MS. BAGWELL: No cross  
19 examination.

20 CHAIR HOOD: No cross examination.  
21 Okay. Thank you. Now we'll go to the  
22 report of the Office of Planning. Mr.

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1 Parker.

2 MR. PARKER: Good evening, Mr.  
3 Chair and members of the Commission. If  
4 it's all right with the Commission, we would  
5 like to share our report with DDOT, have  
6 both reports at the same time and then share  
7 a question period.

8 CHAIR HOOD: Sounds good.

9 Mr. Parker and Mr. Laden.

10 MR. PARKER: Excellent. I'm  
11 Travis Parker with the D.C. Office of  
12 Planning. I don't have a lot to add tonight  
13 to my written report and to the oral  
14 comments from set down so I'll be brief.

15 In order to achieve the project  
16 before you, the Applicants are requesting  
17 several areas of relief, including map  
18 amendment to SP-2, an FAR increase up to  
19 approximately 5.3 for the entire site; rear  
20 yard relief so the projects can -- the  
21 buildings would abut and parking so that the  
22 parking for the School Without Walls can be

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1 provided off-site, among other relief.

2 In order to achieve this relief,  
3 the Applicant has proffered several  
4 amenities including the contribution that  
5 you've heard of to improve the School  
6 Without Walls, site design that respects the  
7 historic landmark building of the Grant  
8 School, and provides light and air to  
9 -- continuing light and air to that school  
10 and streetscape improvements along both F  
11 and G, the entire frontages to agree with  
12 the yet to be approved streetscape plan.

13 As stated in the written report,  
14 OP finds that the amenities proffered are  
15 commensurate with the relief being sought.  
16 Moreover, OP has concluded that the PUD is  
17 in conformance with the comp. plan including  
18 goals for historic preservation, education  
19 and public/private partnerships to improve  
20 D.C. schools.

21 In short, OP recommends approval  
22 of the application. And I'll turn it over

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1 to Mr. Laden.

2 MR. LADEN: Good evening. My  
3 name is Ken Laden. I'm Associate Director  
4 for Transportation Policy and Planning in  
5 the D.C. Department of Transportation. My  
6 staff did have an opportunity to review the  
7 traffic analysis prepared by the Applicants.  
8 We filed some comments on October 26. We've  
9 also looked at some supplemental information  
10 that was provided by the Applicants. I  
11 believe it was October 25th.

12 We're generally in concurrence  
13 with the findings and the proposal that's  
14 been presented to the Zoning Commission. We  
15 do have some comments and suggestions that  
16 we have made in our testimony and I'll just  
17 summarize those very quickly.

18 Our traffic operations people  
19 have suggested that the curb cut entrance to  
20 the new residence hall be a minimum of 24  
21 feet in width to accommodate some of the  
22 truck traffic, especially the solid waste

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1 trucks that would be anticipated serving  
2 that facility.

3 Also, I wanted to make sure that  
4 as part of any zoning decision that some of  
5 the suggestions included in the traffic plan  
6 are actually incorporated into the zoning  
7 order, if at all possible and I'm thinking  
8 here along the lines of the number of  
9 parking spaces in the parking garage,  
10 recommended at 178, also, the information  
11 provided by the Applicants on how they would  
12 anticipate allocating those 178 parking  
13 space. I think they've indicated that they  
14 would be permitted only, that they would be  
15 limiting the number of permits to 178  
16 permits, that approximately half of those  
17 would be for student-related use and the  
18 other half would be used for staff and  
19 faculty.

20 Those are the assumptions that we  
21 were operating under when reviewing this  
22 material and we would hope that that could

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1 be reflected in the zoning order.

2 Also, with respect to the School  
3 Without Walls, we support this portion of  
4 the application as well. We've looked at  
5 the student population information and the  
6 very high level of transit use for students  
7 getting to this facility. We would hope  
8 that the School Without Walls would use  
9 whatever methods it could to try to  
10 encourage this continued kind of transit  
11 use, if the student population does grow to  
12 the 440 students that they're anticipating.

13 I would also suggest that, if  
14 possible, the School Without Walls utilize  
15 whatever enhancements or intensives it can  
16 for faculty and for staff at that facility  
17 to use transit as well. We note that the  
18 types of increases they're looking at there,  
19 two to three additional faculty, two or so  
20 additional staff is not going to have any  
21 significant burden on parking or on the  
22 traffic patterns in the area.

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1                   One thing we did not notice or I  
2                   think it was a very brief mention in the  
3                   traffic plan was relating to bicycle  
4                   parking. It mentioned that School Without  
5                   Walls, there's some bicycle parking on some  
6                   railings and other apparatus on the  
7                   streetscape. We'd recommend, if possible,  
8                   that a few bicycle racks be provided and  
9                   that those bicycle rack locations and  
10                  numbers be coordinated with our bicycle  
11                  program coordinator in DDOT.

12                 Also, I think the same could be  
13                 held for the parking garage facility for the  
14                 residence hall. I didn't see any mention  
15                 there of bicycle parking at that facility.  
16                 We would ask that the University strongly  
17                 consider an appropriate number of bicycle  
18                 racks in the garage, if possible for  
19                 students who are residents at that residence  
20                 hall.

21                 Again, I think our bicycle  
22                 program managers at the D.C. Department of

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1 Transportation could provide some guidance  
2 on that as well.

3 At that point I believe -- I'm  
4 sorry, also there was a mention made of the  
5 high level of mid-block crossings within the  
6 George Washington University campus and at  
7 this location. And again, there's not a  
8 whole lot we can do to preclude that. I  
9 think, unfortunately, students will cross  
10 where they feel it best suited for their  
11 particular needs. And we would ask that  
12 again the University coordinate with out  
13 D.C. Department of Transportation Pedestrian  
14 Coordinator on ways -- and also with our  
15 Traffic Safety folks -- to see if there are  
16 some ways to perhaps either through signage  
17 or through other paving materials try to  
18 highlight where the so-called desire lines  
19 are for where pedestrians are actually  
20 crossing midblock, so that we can try to  
21 provide a slightly more safe environment.

22 I think that pretty much ends my

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1 testimony and I'll be available to answer  
2 any questions that the Board or anyone else  
3 may have, I'm sorry, the Commission, or  
4 anyone else may have.

5 Thank you.

6 CHAIRPERSON HOOD: Okay, thank  
7 you, Mr. Parker and Mr. Laden.

8 Colleagues, we're going to have  
9 questions of Office of Planning and DDOT  
10 together, so open it up, any questions? No  
11 questions.

12 I have one question for you, Mr.  
13 Laden. And this actually goes to another  
14 case and it pertains to this one also.

15 What is the method of DDOT when  
16 an Applicant submits their traffic report?  
17 What does DDOT do? Do you analyze it for  
18 yourself and look at your numbers and  
19 compare it to whether or not that's  
20 continued upon approval? How does that  
21 work?

22 MR. LADEN: It would vary case by

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1 case. In a case like this, we always  
2 conduct field investigations. We'll go out  
3 and take a look at the intersections or  
4 we'll take a look at the streets in  
5 question. We'll analyze where the curb cuts  
6 are going on and we will compare traffic  
7 volumes with our records to see if they're  
8 in the right ballpark.

9 We quite often do not do our own  
10 independent traffic counts. We again will  
11 rely upon what the Applicants provide and if  
12 they seem out of whack, we'll ask some  
13 questions. Often, we'll also advise the  
14 Applicants and their traffic consultants of  
15 those key intersections or locations we want  
16 them to measure traffic at, so that we can  
17 take a look at their data and compare it to  
18 our background data.

19 CHAIRPERSON HOOD: It's out of  
20 whack, then you guys do your own analysis?

21 MR. LADEN: In some instances,  
22 yes, or we'll just ask them to go out and

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1 maybe they collected it on a unique day.  
2 We'd ask them to maybe take a look at  
3 several other days to verify. Again, we  
4 just don't have the resources for every  
5 zoning case to be out there taking traffic  
6 counts.

7 CHAIRPERSON HOOD: Interesting.  
8 Okay. Any other questions?

9 COMMISSIONER TURNBULL: I just  
10 had one. Mr. Laden, are there dedicated  
11 bike lanes on some of these streets then on  
12 F and G?

13 MR. LADEN: I can't recall. I  
14 don't believe there are any on the east-west  
15 streets, but I believe there are some  
16 proposed for the numbered streets north and  
17 south.

18 COMMISSIONER TURNBULL: Do you  
19 have any -- are there any recommendations  
20 for further bike lanes?

21 MR. LADEN: I'd have to check  
22 with our Bicycle Program Manager. I know we

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1 do have a comprehensive bike plan for the  
2 city which indicates those routes we think  
3 are safest and again, my recollection was in  
4 this area they were on 21st and 22nd, I  
5 believe. But I'll go back and check and  
6 provide that for the record.

7 COMMISSIONER TURNBULL: Okay,  
8 thank you.

9 CHAIRPERSON HOOD: Mr. Laden, you  
10 ran off about six different things. I  
11 haven't had a chance to look through your  
12 report. Are they all listed in your report?

13 MR. LADEN: Not all of them. I  
14 ad-libbed on a couple.

15 CHAIRPERSON HOOD: The signage --

16 MR. LADEN: Mainly the two -- the  
17 bicycle rack comments were not in my written  
18 comments. Again, we're requesting --

19 CHAIRPERSON HOOD: But a good  
20 catch.

21 (Laughter.)

22 MR. LADEN: Thank you. I think

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1       they're all good catches.

2                   CHAIRPERSON HOOD:   You must have  
3       thought Chair Mitten was going to be here  
4       tonight.

5                   MR. LADEN:   No, I'm sorry, I'm  
6       teasing.

7                   (Laughter.)

8                   I'll try not to be so facetious.

9       The other catch was on the midblock  
10      pedestrian crossings. I just noticed that  
11      in reviewing the package again and again I  
12      think for safety reasons it would be a good  
13      idea if the University or School Without  
14      Walls could coordinate with our Pedestrian  
15      Coordinator. Everything else, I believe, is  
16      in the written testimony.

17                  CHAIRPERSON HOOD:   So the signage  
18      is in your report?

19                  MR. LADEN:   No, again. The  
20      midblock crossing and any signage that would  
21      improve that, plus any other streetscape  
22      elements that would improve midblock

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1 pedestrian safety are additions that are not  
2 in the written testimony.

3 CHAIRPERSON HOOD: Okay, any  
4 other questions of Office of Planning or  
5 DDOT?

6 Okay, I want to thank you both.  
7 I'm sorry. Any cross examination from ANC?

8 Mr. Hitchcock, Chairman Micone?  
9 Any cross examination? Forgive me.

10 MS. DWYER: Thank you. I really  
11 just have one question and perhaps the best  
12 thing would be to follow up with Mr. Laden  
13 and file something in the record. But he  
14 mentions in his report a 24-foot curb cut  
15 entrance of the new residence hall. And  
16 what I was trying to clarify was whether  
17 that curb cut was simply for the residence  
18 hall and separate from that would be the  
19 loading curb cut or entrance or are you  
20 talking about the entire width of that being  
21 24 feet?

22 MR. LADEN: I think the primary

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1 concern was the width requirements for the  
2 loading, for the access for the trash trucks  
3 in particular.

4 MS. DWYER: We sent you a loading  
5 diagram and I just wondered if you had the  
6 chance to review that after your report to  
7 determine whether that worked appropriately?

8 MR. LADEN: I took a quick look  
9 at it, but I'm not sure whether our traffic  
10 operations people have. Let me look over  
11 towards Jeff Jennings and see if by nod of  
12 the head, have we heard anything from our  
13 Traffic Operations as to whether the diagram  
14 provided on the 25th meets the needs of  
15 traffic services or should we get back to  
16 them?

17 We'll get back to you for the  
18 record.

19 MS. DWYER: All right, thank you  
20 very much.

21 CHAIRPERSON HOOD: Now with ANC,  
22 cross examination.

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1 MR. HITCHCOCK: Thank you, Mr.  
2 Chairman.

3 Mr. Parker, a couple of questions  
4 on your report. Would OP support this  
5 project if the rezoning had been R5E?

6 MR. PARKER: Yes.

7 MR. HITCHCOCK: And why is that?

8 MR. PARKER: Because I believe  
9 the -- you're saying if the amenities were  
10 the same as they are now? If the amenities  
11 were the same as they are now, they would be  
12 commensurate with the relief being requested  
13 in either case.

14 MR. HITCHCOCK: Could you  
15 articulate the analysis that you used in  
16 deciding that SP2 would be an appropriate  
17 classification as opposed to something such  
18 as R5E?

19 MR. PARKER: Well, we examined  
20 the case that was brought to us. There's a  
21 proposal presented to us and we examined it,  
22 the amenities in exchange for the benefits

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1 to the Applicant and we looked at the case  
2 that was presented to us, not --

3 MR. HITCHCOCK: And does not OP  
4 periodically consider other possible zoning  
5 classifications for a site than what the  
6 Applicant requests?

7 MR. PARKER: Occasionally, yes.

8 MR. HITCHCOCK: And that was not  
9 done here?

10 MR. PARKER: As the same  
11 discussion that you had with the Applicant,  
12 we had the same discussions with them about  
13 why this was presented as it is and why the  
14 application is for an SP zoning. And the  
15 answer was the same to us as it was to you.

16 MR. HITCHCOCK: This  
17 classification was the only zoning  
18 classification you considered?

19 MR. PARKER: We discussed all  
20 sorts of changes. This was the one that was  
21 presented to us. This was the one that the  
22 Applicant has filed and what the Applicant

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1 is willing to accept.

2 MR. HITCHCOCK: Okay, thank you.

3 Mr. Laden, a question for you.

4 Are you familiar with the construction that  
5 has been occurring along F Street, Northwest  
6 in this area?

7 MR. LADEN: No, not me  
8 personally, no.

9 MR. HITCHCOCK: The question that  
10 we had was the same one for the Applicant's  
11 witnesses as to whether that would affect  
12 any calculations about traffic usage. Do  
13 you have anything on that?

14 MR. LADEN: Again, my  
15 recollection and the answer from the  
16 Applicant was that -- other consultants, was  
17 that the traffic counts were made in  
18 September, I believe, before that  
19 construction initiated and I guess any  
20 construction occurring there now would be  
21 completed by the time the residence hall or  
22 the School Without Walls construction would

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1 occur.

2 MR. HITCHCOCK: No, I understand  
3 that, but my understanding is it did go back  
4 to September, which was curious if DDOT had  
5 looked at that?

6 MR. LADEN: No, I don't believe  
7 so.

8 MR. HITCHCOCK: Is that something  
9 that would be appropriate to add for the  
10 record, a question about the construction  
11 and how that would affect the --

12 CHAIRPERSON HOOD: I'm sorry, Mr.  
13 Hitchcock, I was not paying attention. I  
14 have to be honest. I was trying to get  
15 myself ready for the next thing.

16 What was your question?

17 MR. HITCHCOCK: The question, the  
18 concern is whether the traffic count numbers  
19 may be accurate because there has been  
20 construction going along F Street for some  
21 months now and we're wondering if it would  
22 be possible to get an analysis or some

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1 response to that precise question.

2 CHAIRPERSON HOOD: Mr. Laden, is  
3 that going to be a long time coming? Is  
4 that difficult for you to get that  
5 information to us?

6 MR. LADEN: No, we should be able  
7 to pull that together fairly quickly. I  
8 will ask our Traffic Operations people to  
9 comment on that question.

10 CHAIRPERSON HOOD: Okay, good,  
11 thank you.

12 MR. HITCHCOCK: Thank you, Mr.  
13 Chairman. No further questions.

14 CHAIRPERSON HOOD: Okay. Cross  
15 examination from HSA. Any cross, Ms.  
16 Bagwell? Okay.

17 Hold tight for a second. Let me  
18 just say the other thing that we've got  
19 which I was actually reading, trying to  
20 review while you were asking that last  
21 question is from the Executive Office of the  
22 Mayor, Office of Community Affairs. Is

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1 anyone here representing the Office of the  
2 Mayor, Community Affairs? This comes from  
3 the Ward 2 coordinator and it ends, it  
4 supports the project, talks about George  
5 Washington University has done an excellent  
6 job. It says this public/private project  
7 will result in largely modernized public  
8 schools that will benefit not only the Foggy  
9 Bottom community, but the entire city and  
10 this is from the Ward 2 coordinator,  
11 Executive Office of the Mayor.

12 Anything else? Okay. Any other  
13 reports that I may have missed?

14 Okay, now we're ready for the  
15 ANC's report.

16 Let me just ask before you get  
17 started, Chairman Micone, how much time do  
18 you think you need?

19 MR. MICONE: Very little time.

20 CHAIRPERSON HOOD: Okay, thank  
21 you. We don't usually give you a time. I  
22 was just trying to ration out a time. Thank

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1       you.

2                   You don't get a time limit, but  
3       the next party gets a time. Let me make  
4       that clear.

5                   (Laughter.)

6                   MR. MICONE: Commissioner Hood,  
7       Members of the Commission, my name is Vince  
8       Micone. I am the chairperson of ANC 2A.  
9       Thank you all very much for hearing our  
10      report this evening.

11                  The ANC's report will be very  
12      similar to the written report that we  
13      submitted to the record already. At our  
14      regularly scheduled meeting on October 18th,  
15      the Foggy Bottom and West End Advisory  
16      Neighborhood Commission considered Zoning  
17      Commission Case 0617 for consolidated  
18      approval of a Planned Unit Development and a  
19      PUD-related amendment to the zoning map of  
20      the District of Columbia by G.W. and the  
21      D.C. Public School System.

22                  The Commission voted to oppose

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1 the application. It must first be noted,  
2 however, and I want to underscore this, that  
3 the Commission voiced unanimous support for  
4 the School Without Walls which is recognized  
5 to be a superb program that has achieved a  
6 great deal and has shown leadership within  
7 DCPS even as it has been starved of  
8 resources.

9 We are proud to have this school  
10 within the Foggy Bottom and West End  
11 community . The Commission would strongly  
12 support the improvements to facilities and  
13 programs of the School Without Walls  
14 proposed in this application if they were  
15 not conditioned upon approval, not only of  
16 the residence hall that G.W. proposes to  
17 build and its massing, but the legal  
18 treatment that's used in the zoning process.

19 G.W. representatives made clear  
20 during our meeting that even if the building  
21 were allowed as requested under refusal to  
22 allow an otherwise unneeded upzoning to SP2

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1 or holding G.W. to the FAR limits of 11 DCMR  
2 21-210 Section 3 would essentially void the  
3 MOU between G.W. and DCPS. This is the  
4 issue that we spoke of about going up to R5E  
5 versus the SP2.

6 We believe that this application  
7 should not be supported because it presents  
8 a partial plan for a university campus  
9 within a residentially-zoned area in  
10 violation of the regulations in Section  
11 210.4 which requires that a university must  
12 submit a plan for development for developing  
13 the campus as a whole. Zoning Case 0617  
14 essentially allows this consideration to go  
15 against the aggregate and cumulative impacts  
16 that are already noted in the FAR in Section  
17 210.3.

18 Rezoning the property to R5E  
19 would permit FAR of 6 without even a PUD.  
20 The FAR of the buildings resulting from the  
21 proposal would be 5.29. G.W. has confirmed  
22 that the sole justification for requesting

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1 the upzoning to SP2 is to allow them to  
2 assert that the resulting massing would not  
3 be counted against the FAR limits of Section  
4 210.3. That's completely unjustified  
5 rezoning in violation of Section 2400.4  
6 which prohibits the use of the PUD process  
7 to circumvent the intent and purposes of the  
8 zoning regulations. This is an argument  
9 that you've heard from ANC 2A in the current  
10 campus plan considerations that are before  
11 you.

12 Whether the rezoning to SP2 is  
13 allowed or not, the added massing of the new  
14 residence hall must be and should be counted  
15 against the FAR limit of Section 210.3.  
16 That is our belief.

17 We believe that the proposed  
18 residence hall overwhelms the site and  
19 historic Grant School. We are concerned  
20 about the views as some Commissioners have  
21 asked, coming from the east of the plan  
22 where there are the lower townhomes on 22nd

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1 Street. It contravenes the claimed  
2 intention of G.W. to place high intensity  
3 uses in the core of campus and instead  
4 continues the practice of placing high  
5 intensity uses along the southern boundary  
6 of the campus, thereby maximizing impacts on  
7 the few remaining residential buildings on  
8 the south side of F Street.

9 Again, though I want to highlight  
10 that we support the School Without Walls and  
11 this vote should in no way be construed as  
12 opposition to the School Without Walls or  
13 the proposed improvements to the school or  
14 frankly the partnership of G.W. which is a  
15 healthy way to connect a university to a  
16 school, and in fact, we view that as a model  
17 that other universities should emulate in  
18 this town to help improve our school system.

19 CHAIRPERSON HOOD: Thank you.  
20 Hold tight. Colleagues, any questions of  
21 Chairman Micone? Any questions?

22 Let me ask you one. We received

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1 -- I know the vote was 4 to 2. James Morris  
2 was the Commissioner who participated,  
3 right?

4 MR. MICONE: Yes.

5 CHAIRPERSON HOOD: He voted.  
6 What was his -- apparently from what I'm  
7 reading here, he resigned because of that  
8 vote? He resigned his position?

9 MR. MICONE: You've received the  
10 document that has not been provided to the  
11 Commission. I received a one sentence  
12 letter of resignation.

13 CHAIRPERSON HOOD: Okay.

14 MR. MICONE: So I understand that  
15 document has been shared around town. I  
16 haven't been able to get my hands on it and  
17 perhaps I'll contact Michele and get a copy  
18 from your record.

19 CHAIRPERSON HOOD: This is part  
20 of the public record. It's a little more  
21 than one line.

22 MR. MICONE: Yes. He was

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1 substantially in disagreement with the rest  
2 of the Commission.

3 CHAIRPERSON HOOD: Is this his  
4 SMD area?

5 MR. MICONE: No, it's my SMD.

6 CHAIRPERSON HOOD: It's your SMD.  
7 All right, okay. Any other questions?  
8 Thank you.

9 Cross examination of the  
10 Applicant? No questions.

11 HSA, any cross examination?  
12 Okay. Did I get everybody? Thank you. I  
13 keep forgetting cross.

14 Next, we will have our next party  
15 which is HSA and they will have 15 minutes.

16 Ms. Bagwell and Mr. May.

17 Ms. Bagwell, why don't you speak  
18 into the microphone so we can record you.

19 MS. BAGWELL: We have a panel of  
20 six individuals, one representing the  
21 faculty; one representing the alumni; of  
22 course, one representing the student

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1 population; one representing a historical  
2 perspective about this modernization project  
3 for the School Without Walls. We have been  
4 rehearsing and our presentation will be no  
5 longer than 13 minutes.

6 (Laughter.)

7 We have prepared statements and  
8 we will summarize our statements and pass  
9 them up for the record.

10 (Pause.)

11 Good evening, Chairperson Hood,  
12 Zoning Commission and staff. My name is  
13 Andrea Bagwell and I'm the president of the  
14 Home and School Association for the School  
15 Without Walls. Let me take this opportunity  
16 to recognize our principal, Mr. Richard  
17 Trogish and Assistant Principle, Ms. Sylvia  
18 Isaac and ask them to please stand. I'd  
19 also ask to recognize members of the Home  
20 and School Executive Committee.

21 Mr. Trogish and Ms. Isaac, thank  
22 you.

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1 I also invite everyone in the  
2 audience who supports the School Without  
3 Walls to please stand.

4 CHAIRPERSON HOOD: Ms. Bagwell,  
5 I'm not going to take this from you, we'll  
6 stop the clock. That's a good point,  
7 because when I look at the Commission, two,  
8 four, six, eight, all eight of our eyes are  
9 working and we see the amount of support and  
10 when I look at the proponents, I'm not  
11 saying that no one can testify, you can feel  
12 free to come up and testify, especially when  
13 we get to the support part, but we  
14 definitely see, when I look here, it's about  
15 30 names or more on the support, and trust  
16 me, I'm not saying we don't want to hear  
17 from you, because we would like you, but  
18 understand, we know you're here in support.  
19 But when we get to that point, please do not  
20 duplicate anything, but if you want to  
21 testify, do, but understand, we know that  
22 you're here to support.

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1                   So hopefully, you got my message.

2           Okay, Ms. Bagwell.

3                   MS. BAGWELL:   The school  
4           community is diverse, with 351 students and  
5           their families from different racial and  
6           ethnic backgrounds, cultures, socio-economic  
7           status groups and experiences.   The two  
8           charts to my right depicts the geographical  
9           areas from which our students reside.   While  
10          the majority of the instruction occurs in  
11          the classroom, the use of the city as a  
12          classroom is an integral part of the School  
13          Without Walls' teaching and learning  
14          experience.

15                   Our students do well because of  
16          the location of the school and in spite of  
17          the crumbling facilities.   Walls is  
18          consistently rated as one of the premiere  
19          high schools in Washington, D.C. and has  
20          been recognized and ranked by Newsweek  
21          Magazine as one of the best high schools in  
22          the country.   It would be an injustice to

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1 deny our students who live in the nation's  
2 capital an opportunity to attend a first  
3 rate college preparatory high school that is  
4 located on a college campus.

5 This academic setting advances  
6 intellectual curiosity, builds self-esteem  
7 and prepares our students for the many  
8 challenges that lie ahead. The location of  
9 the school has a positive and direct impact  
10 on the Foggy Bottom area as well as the  
11 District of Columbia. We are educating and  
12 training the District's workforce as well as  
13 grooming future leaders of the next  
14 generation.

15 We are teaching our students to  
16 be intellectual, to be respectful,  
17 responsible, community and civic minded.  
18 Our students have a log list of  
19 accomplishments. Over the last four years,  
20 100 percent of the students have  
21 matriculated on to four-year colleges. They  
22 have been the recipients of such prestigious

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1 awards as the Trachtenberg Award. We've had  
2 four National Achievement Scholars, two  
3 Presidential Scholars. Students with  
4 perfect SAT scores and countless other  
5 distinguished scholarships because of the  
6 location of the school and in spite of the  
7 crumbling facilities.

8 In conclusion, we respectfully  
9 request that the Zoning Commission approve  
10 the application before you this evening.  
11 Surely, with state-of-the-art facilities,  
12 technology and equipment, our students and  
13 faculty will further excel. Thank you for  
14 the opportunity to testify before the Zoning  
15 Commission and I would be pleased to answer  
16 any questions that you may have.

17 CHAIRPERSON HOOD: Mr. May. I  
18 was going to say Commissioner May.

19 MR. MAY: I should know to turn  
20 on the microphone. My name is Peter May. I  
21 live at 1017 C Street, S.E., Washington,  
22 D.C.

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1                   Good evening, Chairman Hood and  
2                   Members of the Zoning Commission. I am  
3                   thrilled to be here tonight to give you a  
4                   parent's perspective on the School Without  
5                   Walls. I've been a Walls parent for a little  
6                   more than three years and I hope to be a  
7                   Walls parent for another five years or so,  
8                   while my younger sons make their way into  
9                   and through the school. As I considered  
10                  what I would say to the Zoning Commission  
11                  tonight, I started to reminisce about the  
12                  application process. At the time when my  
13                  son Zach applied to the school, there was a  
14                  question on the application, why do you want  
15                  your child to attend the School Without  
16                  Walls? Of course, that was easy. I wanted  
17                  my son to go to the School Without Walls  
18                  because I wanted to go to the School Without  
19                  Walls.

20                  Think about it, it's an excellent  
21                  program, located on a college campus. They  
22                  use the entire city as a classroom and

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1       there's the top notch faculty, the college  
2       preparation, and the comforting small school  
3       atmosphere. Walls is truly an exceptional  
4       public high school, not only for what it  
5       offers, but for what it demands.

6               The students must be responsible,  
7       self-motivated and ready to work hard. The  
8       school also demands parental involvement,  
9       HSA meetings, and membership, the silent  
10      auction and other fundraisers and my  
11      favorite, the Building Committee.

12             Now let's talk about results.  
13      The School Without Walls is one of two high-  
14      performing public high schools in the  
15      District in the terms of No Child Left  
16      Behind. Walls graduates are exceptionally  
17      well prepared for college in terms of  
18      academic achievement, self motivation, self  
19      discipline and the drive to succeed. Walls  
20      students typically earn college credit  
21      either through AP or from G.W. courses or  
22      other university courses. When my son

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1 enters college next fall, he could have as  
2 many as 17 credits from these sources.

3 Finally, we need to talk about  
4 what the School Without Walls lacks. There  
5 are too few classrooms and many are too  
6 small. The science labs are inadequate.  
7 There is no auditorium, no gym, and no  
8 cafeteria and all the facilities are poorly  
9 maintained. But we do have a parking lot.  
10 After 10 years of effort, we now have the  
11 opportunity to parlay that meager asset into  
12 a beautiful new high school.

13 We ask that the Zoning Commission  
14 take swift action to approve this PUD so  
15 that we can build the new School Without  
16 Walls.

17 MS. PANETTE: Good evening. My  
18 name is Susan Panette. I live at 224  
19 Kentucky Avenue, S.E. I speak this evening  
20 as one of a number of parents who have  
21 devoted hundreds of hours towards ensuring  
22 the modernization of the School Without

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1 Walls. When I first became involved in this  
2 project in the spring of 2001, I had one  
3 child at the school and I thought my younger  
4 child would have the opportunity to attend  
5 the modernized building. That hasn't  
6 happened. Both of my children are now in  
7 college, but I remain committed to helping  
8 ensure that the School Without Walls has a  
9 building that is equal to the academics that  
10 occur within.

11 The parents, teachers and  
12 administrators of the school have been  
13 working toward this school modernization  
14 since 1996, when we began work with the 21st  
15 Century School Fund and educational  
16 specifications for a modernized building.  
17 Despite an already decaying physical plant,  
18 no planning for the building was then  
19 occurring within D.C. Public Schools.

20 In October of 2001, as part of a  
21 facilities planning process, DCPS evaluated  
22 all senior high schools based on their

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1 educational adequacy, physical  
2 characteristics and physical conditions.  
3 School Without Walls scored the lowest of  
4 any high school. Only 17.5 points out of a  
5 possible 98 and yet DCPS placed it low on  
6 the priority list. The only way to get the  
7 renovation done was to make this  
8 public/private partnership happen.

9 That it is now a possibility is a  
10 testament to the parents, teachers and  
11 principals who have remained committed and  
12 tenacious. I personally have devoted  
13 hundreds of hours to phone calls, meetings,  
14 writing and editing on the educational  
15 specifications. I am proud to be one in a  
16 line of parents who have collectively  
17 devoted thousands of hours to this project.

18 Many of us no longer have  
19 schoolage children, yet all of us remain  
20 devoted to ensuring that future generations  
21 have a safe, modern, appropriate building  
22 that will both help the school further its

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1 mission and will say with bricks, mortar and  
2 electronics that we value the education that  
3 goes on within and outside the School  
4 Without Walls.

5 MS. VOLLIN: Good evening. My  
6 name is Sharon Vollin, known affectionately  
7 among School Without Walls family as Ms. V  
8 and as the library media specialist for this  
9 wonderful school.

10 I come before you at this time to  
11 make a case as to why we implore you to  
12 grant School Without Walls permission to  
13 proceed to build the School Without Walls  
14 community it deserves. The library, let's  
15 talk a little bit about that since I'm the  
16 librarian, but I speak for all the faculty  
17 in our crumbling facility, is regarded as  
18 the cornerstone of the school community,  
19 housing books, technology and yes,  
20 aspirations and dreams. But for the better  
21 part of the month of September it was  
22 closed, closed to learning, closed to

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1 literacy, closed to life as we know it in a  
2 world of educational development. All this  
3 was due to a roof in such poor condition  
4 that it threatened to cave in on students at  
5 any moment, due to rain and inclement  
6 weather.

7 Can you imagine, can you picture,  
8 we had to say no, you cannot enter to  
9 students seeking books, the very foundation  
10 of education and literacy. You can't come  
11 in to those seeking technology for research,  
12 the gateway to communication and to their  
13 future. Sorry, no entry to students seeking  
14 to study in an environment that we made do  
15 in spite of the books which have been  
16 scorched with mold and mildew, seeming to  
17 take the very soul out of their pages.

18 Research indicates that poor  
19 school facilities have a detrimental effect  
20 on student achievement; teacher and student  
21 health which affects morale and attendance.  
22 Additional research says that by creating

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1 new schools, they can serve as community  
2 hubs. It's called growing your own students  
3 towards attending George Washington  
4 University, growing your own citizens  
5 towards running the local businesses and  
6 community organizations and ultimately  
7 growing your own leaders.

8           These students are like precious  
9 jewels, gathered from all quadrants of the  
10 city. They're entrusted in our talented  
11 faculty's hands by their parents and  
12 guardians to be molded into fine works of  
13 art to shine for all to see. What message  
14 are we sending them if we continue to  
15 attempt to educate them in a crumbling  
16 facility?

17           We're teaching them to navigate  
18 through the labyrinth of information and  
19 life. But are we showing our best model  
20 when we continue to put the perennial band  
21 aid over the festering wound of dilapidation  
22 that breeds mediocrity and low achievement?

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1 They look beyond these walls and see  
2 thriving modern schools in Montgomery,  
3 Arlington and Fairfax County, to name a few.  
4 And they ask aren't we good enough? Aren't  
5 we bright enough? For which we at Walls  
6 answer a resounding, but you're simply the  
7 best.

8 And in closing, for we here in  
9 Walls community, in spite of the squalor  
10 with roofs crumbling and leaking,  
11 temperatures uncertain and doors and windows  
12 squeaking, we know that within these walls  
13 something great is brewing. It's the  
14 students, their excellence among the ruins.  
15 SO let's please work to build a facility  
16 that's a utopia for that excellence.

17 Thank you for letting me speak.

18 (Applause.)

19 MR. LENSLEY: Good evening, my  
20 name is Andrew Lensley. I reside at 3703  
21 Carpenter Street, Southeast. I'm currently  
22 a junior at the George Washington University

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1 and an alumni of School Without Walls. The  
2 School Without Walls George Washington  
3 University Development Plan affords both  
4 communities the chance to continue to foster  
5 their relationship with one another, thus  
6 improving the overall atmosphere of both  
7 entities.

8 The improvement of the School  
9 Without Walls facility will not only improve  
10 the physical appearance of the school, but  
11 it will also aid in creating an atmosphere  
12 that is more conducive to learning. Despite  
13 the inferior state of the building, the  
14 School Without Walls has maintained a high  
15 standard of academic excellence.

16 While attending Walls, I was  
17 prepared academically for collegiate life by  
18 teachers who were able to teach with methods  
19 that both were in the box as well as out of  
20 the box. The academic success of the School  
21 Without Walls has been maintained by using  
22 all the resources available to the school,

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1 even though the conditions have continued to  
2 worsen.

3 My time at School Without Walls  
4 has better prepared me academically, as well  
5 as socially, to be an independent learner, a  
6 quality that I utilize every day as a  
7 student at the George Washington University.  
8 I have observed the partnership between G.W.  
9 and School Without Walls firsthand by taking  
10 a class at G.W. my senior year, while being  
11 a student at School Without Walls and by  
12 receiving the Trachtenberg Scholarship to  
13 attend the George Washington University.

14 Through G.W. and the School  
15 Without Walls, though they operate as  
16 separate institutions, they both share a  
17 common goal of furthering both their  
18 students as well as the community. This  
19 development plan is one of many examples of  
20 that goal. The location of the School  
21 Without Walls makes it a part of the G.W.  
22 campus sharing both resources and enabling

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1 students to get a better feel for a  
2 collegiate environment. This plan is about  
3 more than just moving G.W. student housing  
4 towards more G.W. student housing and  
5 improving upon the physical structure at  
6 2130 G Street, N.W.

7 The development plan is about  
8 bettering the community that makes up Foggy  
9 Bottom. It's about aiding the university  
10 and improving its relationship with the  
11 neighborhood and about helping a high school  
12 further development academically by  
13 developing physically.

14 MS. WONG: Good evening. My name  
15 is Serena Wong and I reside on 3308  
16 Cathedral Avenue, N.W. I am a senior at  
17 School Without Walls and I have the pleasure  
18 as serving as the 2006-2007 Student  
19 Government Association President.

20 I have with me today a petition  
21 signed by the students at School Without  
22 Walls and it states that "whereas the School

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1 Without Walls Student Government  
2 Association, SGA, agree to fully support the  
3 Case No. 0617 DCPS and G.W., whereas the SGA  
4 represents a 350 member student body of  
5 School Without Walls, be it resolved the SGA  
6 will validate support with the petition in  
7 favor of the Case No. 0617 DCPS and G.W.,"  
8 signed by students of the School Without  
9 Walls community.

10 I have attended School Without  
11 Walls for four years now and I and many  
12 students like myself have endured a  
13 deteriorating school building while gaining  
14 an educational experience at School Without  
15 Walls. Although this is the best public  
16 high school in the city, our building is  
17 literally falling apart. It is a fire  
18 hazard and it is unhealthy to be in.

19 One of the main problems at  
20 School Without Walls is that of inadequate  
21 classrooms for the students to learn in.  
22 Many of our classrooms are crowded and are

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1 hard to access. Some classrooms were  
2 initially designed to have 25 students.  
3 However, later the rooms had to be separated  
4 into two to allow students to study at  
5 School Without Walls, thus a room that was  
6 originally built for 25 students now fits 50  
7 students.

8 In addition to cutting standard  
9 rooms in half to accommodate students, many  
10 classrooms were designed poorly, making it  
11 difficult for both parents and students to  
12 access them. For instance, when you enter  
13 the second floor and ask to find a math  
14 teacher, you find her room is embedded into  
15 another teacher's room. Not only is such  
16 building construction confusing for  
17 students, but it is also disruptive for  
18 those already learning in the classroom.

19 The relationship between the  
20 George Washington University and the School  
21 Without Walls is an important one. As  
22 mentioned by those who spoke earlier, we

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1 represent a program for the 21st century,  
2 one that uses its city as a classroom,  
3 brings new and innovative teaching  
4 techniques for students and most importantly  
5 inspires students to learn.

6           Attending a school across the  
7 street from a prestigious university such as  
8 the George Washington University gives  
9 School Without Walls students many who might  
10 otherwise may never have dreamed of  
11 attending college or achieving a higher  
12 education, a goal and opportunity to be  
13 emerged in a high positive and inspiring  
14 learning environment.

15           The proposed renovation plan will  
16 provide an improved education environment  
17 for both the School Without Walls and George  
18 Washington University students and will  
19 update and repair the environmental  
20 hazardous Grant School building.  
21 Furthermore, renovated School Without Walls  
22 building will foster a greater relationship

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1       between the citizens of the Foggy Bottom  
2       community and its students. Thus, this plan  
3       must be carried out for the benefit of all  
4       participants.

5               Thank you for the opportunity to  
6       testify before the Zoning Commission today.

7               CHAIRPERSON HOOD: Thank you.  
8       Very well done.

9               Let me ask, Mr. May, I picked the  
10      three on the back, the three screens on the  
11      back, do you want to go ahead? If you'd  
12      like some more time.

13              MR. MAY: Yes, we'd like about  
14      two minutes on this.

15              CHAIRPERSON HOOD: That's fine.  
16      I'm going to allow you --

17              MR. MAY: We're having some  
18      technical difficulty. Between my computer  
19      and your system, I couldn't quite get it all  
20      to work.

21              CHAIRPERSON HOOD: But we can  
22      look on these three screens.

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1                   MR. MAY: I wish I could get rid  
2 of all the extra stuff on the screen, but  
3 this is as good as I could get it.

4                   CHAIRPERSON HOOD: Okay, and I'm  
5 going to ask everybody else to just hold  
6 your seat until we finish the presentation.

7                   (Slide presentation.)

8                   CHAIRPERSON HOOD: Is that it?

9                   MS. BAGWELL: Yes.

10                  CHAIRPERSON HOOD: Do you have  
11 closing remarks?

12                  MS. BAGWELL: That concludes our  
13 testimony and we hope that this Commission  
14 grants the application that's before you  
15 this evening and we are available for any  
16 questions that you may have.

17                  CHAIRPERSON HOOD: Okay. Thank  
18 you. Commissioners, any questions?

19                  Commissioner Jeffries?

20                  COMMISSIONER JEFFRIES: Ms.  
21 Bagwell, are there shared facilities? I  
22 mean are the students able to use all the

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1 facilities or certain facilities at G.W.? I  
2 mean what's the extent of that? I thought  
3 someone, maybe you mentioned that there  
4 wasn't a gymnasium or something, so I just  
5 want to get the extent of what those shared  
6 facilities are.

7 MS. BAGWELL: Yes, we do use the  
8 athletic facilities at the University. Of  
9 course, we use their -- they don't have a  
10 cafeteria, they have the Marvin Center and  
11 it's very close to our school, so when our  
12 students want to eat lunch in a very safe  
13 and secure environment, they can go over to  
14 the Marvin Center which is reasonably priced  
15 as other college students are participating  
16 and eating there.

17 Our students also are able to  
18 walk to the Metro with the increased campus  
19 police that are there and adds a double  
20 level of public safety for our students in  
21 terms of being on a college campus.

22 On Wednesdays, we have adjunct

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1 faculty and we have college students who are  
2 coming into our building. Some of the  
3 students at G.W. serve as tutors for our  
4 students who are having difficulty with the  
5 rigor of the curriculum that's there.

6 That's been a very successful program. I'd  
7 ask Mr. May or Ms. Vollin to add to what I  
8 have just said.

9 MS. VOLLIN: Thank you. All I  
10 want to say is as the librarian and all the  
11 faculty here knows, we used the Gelman  
12 Library and the other accompanying libraries  
13 which is very beneficial for the research  
14 process. They're able to use collegiate  
15 resources and they're able to get  
16 scholarship resources of which we cannot  
17 always obtain on our meager budget. And so  
18 the library is a very essential part of the  
19 educational program at our school.

20 COMMISSIONER JEFFRIES: Just for  
21 my understanding, I'm from Chicago. I mean  
22 the University of Chicago has the Lab

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1 School. So is this sort of similar to  
2 something like that? It's just a high  
3 school that happens to be on a campus and is  
4 able to take advantage of all the  
5 scholarship and the academician community  
6 and so forth?

7 Or is it something more?

8 MS. PANETTE: I think it's  
9 something more and something different and  
10 I've worked with the faculty long enough to  
11 know that all of them who are still in the  
12 room, that's a word that they don't like to  
13 use, "Lab School" -- no offense to G.W. that  
14 the idea of a Lab School --

15 COMMISSIONER JEFFRIES: No, that  
16 was the University of Chicago.

17 MS. PANETTE: Yes, I know. No  
18 offense to G.W., but that's what they might  
19 like to do, but a Lab School is sort of an  
20 experimental school, not experimental, but  
21 it's a place for a university educational  
22 department to try out and approach.

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1                   School Without Walls has its own  
2                   approach which is the city is the classroom.  
3                   It includes a lot of work that goes on  
4                   outside of the building, the physical  
5                   building beyond what happens with G.W. So  
6                   the partnership with G.W. is a big piece of  
7                   what we do, but we are not a Lab School of  
8                   the university.

9                   COMMISSIONER JEFFRIES: So why  
10                  hasn't it been duplicated in the District?

11                 MS. PANETTE: I believe DCPS is  
12                  talking about attempting to duplicate.

13                 COMMISSIONER JEFFRIES: It's a  
14                  great idea, McDonald's right?

15                 (Laughter.)

16                 MS. PANETTE: Part of what makes  
17                  and I think Andre spoke to this or Serena,  
18                  part of what makes School Without Walls so  
19                  incredibly special is its size and most of  
20                  the high schools in the city are much larger  
21                  than Walls. Walls is a place where students  
22                  not only have access to the G.W. campus,

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1       they have an open campus which I think no  
2       other high school has, that they can leave  
3       the campus during the day without sort of  
4       special permission.

5                   They also have incredible -- you  
6       can't fall through the cracks at Walls.  
7       You're known by the faculty and they're  
8       going to push every student to achieve.  
9       They believe that every student is going to  
10      graduate. They believe that every student  
11      can go to college. And there are students  
12      that enter the school who are less well  
13      prepared than many of the other students,  
14      but by the time they leave, they are  
15      prepared for college.

16                   COMMISSIONER JEFFRIES: Okay.

17                   MS. BAGWELL: Commissioner, may I  
18      add, we also use the facilities for our  
19      auction. That's one of our chief  
20      fundraisers for the HSA association and the  
21      University has allowed us to use the G.W.  
22      Media Center which is a wonderful

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1 auditorium. We've hosted the auction there  
2 for the last four or five years.

3 In addition, for graduation, we  
4 use the Lisner Auditorium or if we need to  
5 have a big meeting and we need lots of  
6 parents there, of course, we can't  
7 accommodate large meetings in the school,  
8 and so we look to the University to offer us  
9 a space. If you have 351 students and you  
10 have 100 percent participation from the  
11 parents, our building cannot accommodate  
12 that capacity. And so in those settings,  
13 the University is kind enough to also allow  
14 us to use their facilities.

15 COMMISSIONER JEFFRIES: Okay,  
16 that's fine. And the other question I have  
17 which actually might be for G.W., and that  
18 is I was trying to get my arms around, it  
19 might have been in this fairly voluminous  
20 file that we have here, the overall plan,  
21 when this building is going to be renovated,  
22 I'm just trying to get a sense of what the

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1 plan is in terms of education and moving  
2 people, students from one facility to  
3 another, I mean, I'm not really clear on  
4 that.

5 I don't know if you can answer it  
6 --

7 MS. PANETTE: We can answer. I  
8 don't think anyone has addressed the fact  
9 that G.W. uses the building in the evenings  
10 and also the School Without Walls students  
11 are eligible to take 100 classes a year at  
12 G.W., that that's provided to the students,  
13 it's actually students and the faculty.

14 MR. TROGISH: My name is Richard  
15 Trogish. I reside at 4413 16th Street, N.E.  
16 I've been the principal since August 7th. I  
17 took this job to help renovate the building.  
18 This is my third renovation. The challenges  
19 involved with this project are enormous.  
20 The politics and coming from a small state  
21 like Rhode Island and to Washington where  
22 the size of the school district is probably

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1 smaller than many school districts that I've  
2 worked in and the politics involved really  
3 make a true challenge.

4 The question of where do we go  
5 when the renovation is going on is an  
6 unknown until we get approval from the  
7 Zoning Commission, because in terms of  
8 master plan, facilities plan for DCPS, until  
9 we're approved, we don't know when -- the  
10 time frame of when we're going to have to  
11 move.

12 So there are many areas that  
13 we're sort of up in the air. Because of the  
14 time frame of the master plan for renovation  
15 of all the high schools and other schools in  
16 DCPS, the faster we are able to get our  
17 project on the road, the better chanced we  
18 have of being in a closer proximity to G.W.

19 We know that some of the schools  
20 are being, 3 million square feet of DCPS  
21 classrooms are being closed down and schools  
22 are consolidating. So we're hoping to be

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1       able to squeak in to a space not far from  
2       where we exist now for hopefully for a year  
3       and be able to continue our close  
4       relationship with G.W.

5               The master plan at this point and  
6       it's supposedly written in sand, not in  
7       cement, is for us to relocate in Logan  
8       School which is next to Union Station which  
9       is a considerable distance from G.W. We ar  
10      working to set up collaborative  
11      relationships with other high schools within  
12      the area of G.W. It's on the drawing board  
13      with the Task Force. We're having a meeting  
14      with the National Commission on Teaching  
15      America's Future as well as G.W. with  
16      Cardoza High School, Ellington High School,  
17      McKinley Tech, School Without Walls and  
18      we're hoping Francis Junior High School.

19             In order to replicate -- we won't  
20      call it a Lab School, but the excellence of  
21      a School Without Walls literally sometimes  
22      because I'm the one who had to close the

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1 library, because we were worried about  
2 student safety. We're hoping to come up  
3 with a collaborative effort so that we can  
4 replicate the excellent teaching of the  
5 School Without Walls for the DCPS system  
6 within the geographic area of G.W. so that  
7 it can be replicated in other sites in the  
8 city and nationally.

9 So yes, with a 21st century  
10 facility, we feel that we're going to be  
11 able to replicate the model, provide  
12 excellent teachers and the necessary  
13 structure and discipline which enables my  
14 students from all over the city, not just  
15 from Foggy Bottom and you've seen the  
16 statistics, be successful and prepared to be  
17 responsible citizens in the 21st century.

18 COMMISSIONER JEFFRIES: The other  
19 question, do you have a sense, you said  
20 you've done this before, I mean are we  
21 talking 12 months, 18 months?

22 MR. TROGISH: The projection so

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1 far is somewhere between 12 to 18 months,  
2 depending when everything is approved and  
3 also finding the swing space in an  
4 appropriate area. So we're waiting or I'm  
5 waiting for your decision and hopefully to  
6 move forward to expedite the process for my  
7 students because as you saw in one of the  
8 slides, we have a parent who is handicapped,  
9 who has one student graduate from my school  
10 and has never been inside the building  
11 because there is no handicap accessibility.  
12 She's immobilized in a wheel chair. Those  
13 kind of things in any other school in any  
14 other state in the United States would not  
15 be allowed. The school would be shut down.

16 So our school is special. Our  
17 school provides education for everyone  
18 throughout the city and will be a model and  
19 is a model of excellence for DCPS and the  
20 nation.

21 COMMISSIONER JEFFRIES: Thank  
22 you.

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1                   CHAIRPERSON HOOD: Any other  
2                   questions? I just want to say to the two  
3                   young folks, it's good to see you out here  
4                   and involved in the process, so continue to  
5                   keep doing what you're doing.

6                   I will say that School Without  
7                   Walls, while I'm not too versed on it, but  
8                   I'm here tonight. Now I look here on the  
9                   board, students across the board, students  
10                  from all wards are coming to School Without  
11                  Walls because you hear of kids talk about  
12                  they want to go to School Without Walls.  
13                  I'm not all up on the school system. It's  
14                  obvious there's a good curriculum of  
15                  education going on. When I looked at the  
16                  site and I'm not putting my position out  
17                  there. When I look at the video, I can  
18                  obviously see that's not necessarily  
19                  anything attractive for me to run to.

20                  (Laughter.)

21                  I'm not saying that in making  
22                  light of it, I'm being very serious here

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1 because most people want to be in a  
2 conducive environment and I'm sure that's  
3 consistent across the District of Columbia.  
4 But I hear kids, I've seen kids get very  
5 upset when they have not been accepted to  
6 the School Without Walls, so obviously you  
7 all are doing something well and maybe -- I  
8 don't know, maybe I need to stop by and see  
9 what's going on because obviously it's a  
10 draw.

11 But anyway, Commissioner Turner?

12 COMMISSIONER TURNBULL: Thank  
13 you, Mr. Chairman. You could join Mr. May  
14 and you could go.

15 (Laughter.)

16 I just wanted to carry on with  
17 Commissioner Jeffries comments about -- I  
18 just wanted to get some more -- on the  
19 partnership with G.W., it sounds like your  
20 ID card gets you into the library. Is that  
21 24/7? Is it the same hours as a G.W.  
22 student?

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1 MS. WONG: I can answer that  
2 question. To have access to the Gelman  
3 Library, there are two processes. One is if  
4 you first off take classes at G.W. and that  
5 is for students that are juniors and seniors  
6 and once you get registered for a G.W. class  
7 you are given a G.W. ID, so you can use that  
8 ID to get into the library.

9 The other process is through the  
10 school where they issue, where a teacher  
11 would issue a student pass that would have  
12 the teacher's name, your name and the  
13 school's seal on it and you show it to the  
14 librarian or whoever is in charge of the  
15 process of letting students into the library  
16 and they would allow them to come in.

17 COMMISSIONER TURNBULL: So you  
18 just don't walk in?

19 MS. WONG: No, you have to show  
20 some sort of identification that you belong  
21 to School Without Walls.

22 COMMISSIONER TURNBULL: And that

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1 would get you in 24/7 or whenever the hours

2 --

3 MS. WONG: Yes, whenever the  
4 library is open.

5 COMMISSIONER TURNBULL: On the  
6 cafeteria, do you get the same prices as a  
7 G.W. student then for meals?

8 MS. WONG: I suppose I'll address  
9 that as well. Yes, the prices are the same  
10 for both students and G.W.

11 COMMISSIONER TURNBULL: Would the  
12 idea be of the library, once you get your  
13 library back up and running, is there any  
14 way of tying in with G.W.'s library system?  
15 Is that the concept in the future?

16 MS. VOLLIN: I can speak to that  
17 right now. We already have a partnership  
18 and Serena eloquently spoke about the 11th  
19 and 12th graders and a lot of the teachers  
20 know here that we have the pass process, but  
21 also we're allowed to take our classes over  
22 to G.W. and use their facilities, mostly

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1 because they have a lot of databases,  
2 electronic databases and they do have the  
3 book and print resources that we do not have  
4 because of our small and crumbling facility.

5 And we do have the library up and  
6 running. It is actually running now, and we  
7 have purchased some electronic resources,  
8 but the kind of students that we're trying  
9 to put out here, the kind of research  
10 excellence we're trying to teach them, we do  
11 need that partnership with Gelman Library  
12 for the facility, that process.

13 We have a partnership where we  
14 can take our classes there. They can have  
15 classes taught by their librarians. A lot  
16 of them are pre-taught by me at times and  
17 that's an on-going process and our students  
18 are just able to feel free to go over there  
19 with a pass or an ID like Serena said. But  
20 we share the resources as well. We have  
21 some of their databases that we have access  
22 to.

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1 COMMISSIONER TURNBULL: Do you  
2 find a lot of your graduates go on to  
3 college campuses all over the country, do  
4 they stay regional? Do many go to G.W.?

5 MR. TROGISH: From my limited  
6 experience and I think Ms. Harris could  
7 probably answer this better because she has  
8 more of a longitudinal study that students  
9 apply to any college in the United States  
10 and are successful.

11 COMMISSIONER TURNBULL: Do you  
12 see a lot going to G.W.?

13 MR. TROGISH: I think there's a  
14 strong relationship. I don't have a  
15 percentage?

16 MS. HARRIS: Can I just say one  
17 little thing? Sheila Harris.

18 (Laughter.)

19 Vice principal. School Without  
20 Walls students are everywhere. They're from  
21 all of the Ivies, the HBCUs. They stretch  
22 from Boston to Miami and abroad as well.

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1 For the last three years, I think it has  
2 been 100 percent graduation rate, 100  
3 percent college matriculation rate.

4 COMMISSIONER TURNBULL: I think  
5 that's excellent. That's tremendous. I was  
6 just curious the correlation with how many  
7 students might go to G.W. Is there a draw,  
8 that they get excited while they're there?

9 MS. HARRIS: I think the draw is  
10 that not necessarily to G.W. per se, but  
11 just the draw of a college campus. You  
12 know, actually Walls students do not think  
13 that they're high school students. They  
14 truly believe that they are college  
15 students.

16 (Laughter.)

17 They just happen to be in the  
18 ninth grade.

19 (Laughter.)

20 But that's the kind of spirit  
21 that Walls and hopefully other schools in  
22 the District and beyond should be pushing

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1 for. That's the spirit that we want to  
2 place in our students.

3 COMMISSIONER TURNBULL: Thank  
4 you. Thank you.

5 MR. TROGISH: If I could just  
6 comment one more thing. The School Without  
7 Walls is the only school in the District  
8 without a metal detector. Our security  
9 guard is probably retired at least once,  
10 maybe twice.

11 (Laughter.)

12 And our students are trusted and  
13 as was mentioned before, are the only  
14 students in the District who have off-campus  
15 privileges within a certain zone within a  
16 certain boundary of the school.

17 So when they come to school, they  
18 know that they're here to work and learn.  
19 They know that our school is a dream maker.  
20 It's a dream maker for anybody who gets in  
21 and that's why people who don't get in are  
22 so upset about it because of the success,

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1 and the amount of scholarships that our  
2 students obtain, and with a 21st century  
3 building, with expanded capacity, we'll be  
4 able to make a lot more students realize  
5 their dreams.

6 CHAIRPERSON HOOD: Let me ask  
7 this panel if there are any other questions?

8 Okay, the Applicant, any  
9 questions? Any cross examination?

10 ANC? That's it. Okay. Thank  
11 you. Thank you all for your testimony.

12 We're going to move as fast as  
13 possible and I'll tell you why. Because  
14 it's about 9:20 and I just heard from Ms.  
15 Harris, we have some ninth graders. I don't  
16 know if we have ninth graders here to  
17 testify, but tomorrow when the school bell  
18 rings, I don't want anybody to say they were  
19 down at the Zoning Commission and they held  
20 us up all night long.

21 (Laughter.)

22 Okay, let me get in a quick

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1 minute to get themselves together. Let me  
2 call the proponents first and if it sounds  
3 like your name, it's close to it, just come  
4 on up front. Whitney Watress, Andy Shallal,  
5 Bill Schechter, Robert O'Sullivan.  
6 Hopefully, I didn't butcher your names too  
7 bad.

8 Let me just add, if there's  
9 anyone who is here in support, when I call  
10 your name, you just want to raise your hand,  
11 you don't feel you need to testify, just  
12 raise your hand and my colleagues and I will  
13 acknowledge you as being here in support.

14 Okay, I'm missing someone. Who  
15 am I missing? Whitney Watress, okay. Andy  
16 Shallal. S-H-A-L-L-A-L. Okay. Robert  
17 O'Sullivan. Okay. Madeleine Hall? You  
18 just raised your hand. Okay, I got you.  
19 We're doing all right already. Thank you  
20 for coming down. We know what your  
21 testimony would have been.

22 Okay, Ms. Watress, if you can

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1 begin.

2 MS. WATRESS: Good evening. My  
3 name is Whitney Watress. I live at 3318 14<sup>th</sup>  
4 Street, N.E. Thank you for the opportunity  
5 to testify this evening.

6 I want to share one other  
7 perspective about the facilities at Walls,  
8 which came about as my being a host parent  
9 to foreign exchange students who were going  
10 to that school. One of the nice things  
11 about Walls is that it has a very strong  
12 belief in the importance of cultural  
13 diversity and usually has 10 to 11 exchange  
14 students attending the school

15 These students come to the United  
16 States to spend a year here to improve their  
17 English, and to learn about the country.  
18 Before coming, the students wrote to me and  
19 asked me to tell them about the school that  
20 they would be attending. With pleasure, I  
21 told them that Walls is one of the best high  
22 schools in the country. Academically, it's

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1 exceptional, with highly qualified and  
2 committed teachers who put in enormous hours  
3 of overtime helping students. This school  
4 offers a rich academic program, and uses the  
5 city as a classroom. It offers a wide range  
6 of sports and extra curricular activities.  
7 The students are wonderful, and come from  
8 all over the city, and many cultures.

9           And then I had to tell the  
10 exchange students about the schools building  
11 in which this wonderful program is housed.  
12 I had to forewarn them that they might have  
13 to move their desk to avoid water leaking  
14 through the roof, or plaster falling. In  
15 the winter, they might have to wear their  
16 coats in some classrooms because the windows  
17 aren't well-sealed, and the heating is  
18 ineffective. But at the beginning and end  
19 of the school year, the classrooms might get  
20 so hot, as to make learning virtually  
21 impossible.

22           If the exchange students take a

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1 science class, they will have to go to the  
2 University of the District of Columbia for  
3 their lab work, as Walls has no  
4 laboratories. There's no cafeteria or  
5 common room in which to eat. There's no  
6 music room. If an event involves the entire  
7 school, we go to space that George  
8 Washington University kindly provides, and  
9 so forth. So one of the first things they  
10 learn about the United States and the  
11 nation's capitol, is that schools in this  
12 city, even the best ones, are plain and  
13 simple, physical dumps.

14 This is not the message that I,  
15 as a resident of Washington, D.C., and an  
16 American citizen like having to communicate  
17 to students from abroad, let alone the rest  
18 of this country, so I urge you to approve  
19 this project so that we can finally get the  
20 school that our students deserve.

21 CHAIRPERSON HOOD: Okay. Thank  
22 you. Next, Mr. Schechter. I'm sorry.

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1                   MR. SCHECHTER: My name is Bill  
2                   Schechter. I'm here this evening  
3                   representing my wife, Claudia, and myself.  
4                   We're residents/neighbors at 2475 Virginia  
5                   Avenue, N.W. We've been Foggy Bottom  
6                   residents at three different locations,  
7                   including 21<sup>st</sup> and F for the last 13 years.  
8                   I want to talk in support of this PUD for  
9                   several reasons that come from a perspective  
10                  as a DC taxpayer, as a supporter of public  
11                  schools, and as neighborhood residents.

12                 The first, as taxpayers, this  
13                  kind of Memorandum of Understanding and  
14                  Agreement for the PUD is an outstanding  
15                  example of the kind of public/private  
16                  partnerships this city needs in order to  
17                  stretch its school modernization dollars.  
18                  It should become a model, not a singular  
19                  example.

20                 As a supporter of public schools,  
21                  we can only applaud GW, and its effect in  
22                  this partnership over the years. We hope

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1       that they enlarge their partnership in other  
2       ways, and we trust that DCPS will also take  
3       this as a model, and spread it to involve  
4       the other universities in this city in  
5       adopting schools, and developing the same  
6       kinds of partnerships.

7               As neighborhood residents, we  
8       wholeheartedly support GW's recently adopted  
9       policy of growing up, not out. One of the  
10      many complaints neighbors have repeated over  
11      the years is that not enough students are  
12      housed on campus. This goes a long way in  
13      correcting that, and other concerns.

14             Some opponents have argued  
15      against the use of a PUD for this project.  
16      This project cannot wait for the  
17      consideration and adoption of the overall  
18      plan. This needs to move forward now, as  
19      you've heard eloquently expressed by the  
20      previous speakers. Others have argued that  
21      this should be done by a re-zoning, but if  
22      we did a re-zoning, where would the value be

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1       that contributes the \$12 to the  
2       modernization project?

3               Others have said that this  
4       building, the dorm, will overwhelm the  
5       School Without Walls. I think you've heard  
6       presentations this evening that show that  
7       others have already approved of this design  
8       and concept, including those who have  
9       specific responsibility on design  
10      considerations. And we urge you to require  
11      that both the residents hall and the  
12      modernization expansion meet the Green  
13      Building standards.

14             CHAIRPERSON HOOD: You have less  
15      than 10 seconds.

16             MR. SCHECHTER: Okay. The Green  
17      Building standards and the LEAD  
18      certification requirements. And, finally,  
19      we urge that the requirement for streetscape  
20      and landscaping restore the tree canopy  
21      that's so necessary in this city.

22             CHAIRPERSON HOOD: Okay. Thank

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1       you.   Mr. O'Sullivan.

2                   MR. O'SULLIVAN:   Good evening.

3       My name is Robert O'Sullivan.   I reside at  
4       4516 Alton Place, N.W.   My older daughter,  
5       Marade, graduated from School Without Walls  
6       in 2003.   She's now a senior at St. Mary's  
7       College of Maryland, where she's completing  
8       a double major in English and African  
9       Studies.

10                   At Walls, for the first time,  
11       Marade became enthusiastic about school.  
12       She had gone to a fine elementary school and  
13       junior high school, but it was at Walls when  
14       she became excited about classes, became  
15       involved in extracurricular activities,  
16       particularly enjoyed the atmosphere in being  
17       in the midst of a college campus, and the  
18       sense of being given more personal freedom  
19       and responsibility.   School Without Walls  
20       benefits enormously from its location in the  
21       midst of the campus of GW, and from its  
22       partnership with GW.

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1                   To some extent, the university  
2 facilities make up for the inadequacy of the  
3 school's own facilities, but there's more to  
4 it than that. The opportunity for Walls  
5 students to take GW courses is an attractive  
6 and a special opportunity for them to get  
7 early experience at the challenge of college  
8 work. For a small school, Walls has an  
9 impressive range of unusual courses of its  
10 own, including the African literature course  
11 that inspired Marade to design her college  
12 double major.

13                   The program at Walls is unique,  
14 it's available to qualified students from  
15 all over the city, and it represents one of  
16 the few successes of the DC Public Schools.  
17 The program succeeded, also, because of  
18 partnerships within the school among  
19 students, and teachers, and parents, and  
20 administrators, as well as relationships  
21 with community organizations and corporate  
22 partners, and the continuing involvement of

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1 alumni throughout the city. Parents are  
2 actively in the school. When my daughter  
3 was there, I was on the LSRT and the HSA.  
4 With another parent, I started a girl's  
5 soccer program, and continue to be the  
6 coach, which is a lot of fun.

7 Walls has no athletic facility of  
8 its own, but the team has still won three  
9 consecutive public school championships.  
10 Still, there are limits to what can be  
11 achieved in athletics or academics by  
12 muddling through and trying to do more with  
13 less. A 21<sup>st</sup> century high school program  
14 should not have to operate in a 19<sup>th</sup> century  
15 elementary school building.

16 It seems to me that opposition to  
17 the project stems largely from general  
18 neighborhood antagonism toward GW  
19 University. As a resident of American  
20 University Park and a parishioner of Holy  
21 Trinity Church in Georgetown, I understand  
22 very well that a university can sometimes be

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1 a difficult neighbor, but this project is  
2 not just another university expansion. It  
3 represents an outgrowth of a partnership  
4 that the university has formed for the  
5 public school that serves the entire city.

6 By making the renovation of Walls  
7 possible, GW is acting as a good neighbor to  
8 the entire city. The application for the  
9 renovation deserves to be approved on its  
10 own merits, and not get involved as another  
11 episode in some town controversy.

12 My daughter wants to teach in the  
13 DC Public Schools. Last summer she worked  
14 as a teacher's aide at Walls.

15 CHAIRPERSON HOOD: You have 10  
16 seconds.

17 MR. O'SULLIVAN: I hope that a  
18 few years from now she's able to return to  
19 teach at her alma mater, but in a facility  
20 that's appropriate for the program. Thank  
21 you very much.

22 CHAIRPERSON HOOD: Thank you.

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1 Colleagues, any questions of this panel?  
2 Any cross exam of the Applicant, ASC, HSA?  
3 Okay. Thank you. Let me correct something  
4 I've been saying all evening. I want to see  
5 some young people come to the table, too,  
6 now. I mean, you know, young people have a  
7 say-so, and everybody don't just raise your  
8 hand. Some of you all I want to come see.

9 MS. BAGWELL: The testimony is --

10 CHAIRPERSON HOOD: If you have  
11 some testimony -- Ms. Bagwell, we can't have  
12 comments from the audience. I'm just making  
13 a statement, but I do want to see some young  
14 folks come to the table, so everybody just  
15 don't raise your hand. Fredrieka Kramer,  
16 Rafael Suarez, Kevin Valentine, and Rachel  
17 May. Ms. Kramer.

18 MS. KRAMER: My name is Fredrieka  
19 Kramer. I reside at 387 O Street, S.W.,  
20 Washington, 20024. Thank you for the  
21 opportunity to let me express my support for  
22 the renovation of Schools Without Walls.

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1 I'll make this very quick, so that I don't  
2 repeat other points that were made, but  
3 emphasize two points.

4           You've heard a lot of testimony  
5 about the extraordinary educational  
6 achievement of Walls. You may be less  
7 familiar with the extraordinary mix of  
8 students, people have talked about students  
9 coming from all parts of the city, but there  
10 is also another special mix at Walls. There  
11 are academic superstars and others with the  
12 talents and desire, but not the tools to  
13 achieve. There are students of every color  
14 and every economic level, from every  
15 economic level there are students from  
16 families who already achieved, and from  
17 those who are struggling and will advance  
18 only through the success of their children.

19           The important point is that  
20 Walls' students socialize, and bond, and  
21 support each other across all the lines that  
22 so often divide us. The school is a model,

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1 an unusual model for the development of the  
2 social and ethical standards that we try to  
3 reach through the experience of education,  
4 and we so often fail to achieve in other  
5 venues.

6 With specific respect to the  
7 renovation plans, I would say that I  
8 generally think less fancy environments are  
9 character-building, and generally look  
10 askance at spending money on physical  
11 improvements over faculty and curriculum.  
12 The physical condition at Walls, the  
13 precarious electrical system, the condition  
14 of the roof and the library underneath, the  
15 lack of communal space, and all the rest  
16 that you've heard and seen go far beyond  
17 issues of character-building, and really  
18 threaten the ability of the school to  
19 continue to deliver quality education. I  
20 just urge you to support the opportunity to  
21 preserve and advance this gem in the crown  
22 of DC's Public School system. As much as I

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1 anticipate my separation anxiety when my son  
2 goes off to college next year, I will be  
3 profoundly sad, myself, to leave the Walls  
4 community. I intend to continue to support  
5 it as long as I can define a useful role for  
6 myself, and I hope you will support it, as  
7 well. Thank you.

8 CHAIRPERSON HOOD: Thank you.  
9 Mr. Suarez.

10 MR. SUAREZ: Members of the  
11 Committee, I am Rafael Suarez at 4536  
12 Fesenton Street, N.W., Washington, D.C.  
13 20016. I am a member of both the Walls  
14 community and the GW community. I take  
15 classes at both. Over the years I have been  
16 at Walls, I have had an exceptional  
17 experience at the school. From the moment I  
18 got there, I've had the freedom to power my  
19 own learning, and to get the education I  
20 desired.

21 Walls is like a springboard for  
22 me, providing me the force to get where I

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1 want to be. In my first year there, I was  
2 having my classes at the National Gallery,  
3 and taking trips to the Kennedy Center,  
4 opening my eyes to new experiences in the  
5 arts. Come that summer, I was able to make  
6 my own study plan for the summer so I could  
7 skip pre-calculus and go directly into AP  
8 Calc. Also, in tenth grade, when I noticed  
9 my school lacked an introductory computer  
10 course, I was able to write it myself,  
11 propose it to the administration, and teach  
12 it with another qualified student.  
13 Continuing on that vein, Walls allows any  
14 group of three or more students who can find  
15 a sponsor to form a club. With two other  
16 students, I founded a technology group that  
17 repaired the school's aging technological  
18 resources, and put together a new library  
19 media center for the students.

20 One glaring issue, however,  
21 marred all this freedom. I would arrive at  
22 the school in the morning, and there would

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1 be an inch of snow on the third floor, or  
2 there would be paint flakes draining off the  
3 ceiling onto the computers I had just spent  
4 two weeks fixing, clogging the fans, and  
5 killing the machines. I'm asthmatic, and  
6 even though it's a fairly minor case, I find  
7 it difficult to breathe in certain parts of  
8 the building. It's hard to pass finals  
9 without sufficient oxygen.

10 My junior year, things went from  
11 bad to worse. A piece of the ceiling  
12 actually fell on someone, and a wall-mounted  
13 television fell off the wall. This  
14 continues. Even today, a light fixture came  
15 down striking a student full in the face.  
16 He's actually here tonight. The Wall  
17 students are an industrious bunch, and we  
18 work hard against adverse conditions, but  
19 some things are just too much. These  
20 conditions destroy learning materials, too.

21 Only one week after buying a  
22 significantly expensive calculus book for my

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1 GW math course, it was destroyed by indoor  
2 rain. Every weekend I have to drape trash  
3 bags over the server in case of rain. I  
4 taught myself the business grade  
5 technologies running on that server, and  
6 it's painful to see a machine fail to boot  
7 due to rain or dust.

8 The students of Walls are the  
9 city's best and brightest. We strive for a  
10 higher standard. It's awfully hard to keep  
11 those standards when the AC doesn't work on  
12 an 80 degree day, and neither does the water  
13 fountain.

14 Join me in saying yes to this  
15 resolution so we can rebuild Walls, and help  
16 its students achieve a brighter tomorrow.

17 CHAIRPERSON HOOD: Thank you.  
18 Mr. Valentine.

19 MR. VALENTINE: Greetings,  
20 Members of the Panel. My name is Kevin L.  
21 Valentine, Jr. I currently reside at 327  
22 Webster Street, N.W., Washington, D.C. I

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1 would also like to shed light on a few  
2 things that haven't been touched on so  
3 heavily, it's been made more than lucid, the  
4 academic prowess of School Without Walls,  
5 but I would like to address a few things  
6 concerning the community of the school by  
7 looking at points, such as parents, alumni,  
8 students, and teachers.

9 My sister graduated from this  
10 school in 2003, and I've been able to watch  
11 her class community that graduated in 2003,  
12 they all keep in contact now. They are all  
13 going on to do their successful things in  
14 their own individual areas. She's a major  
15 in broadcast journalism at Temple  
16 University, and she every summer hangs out  
17 with her other friends who are also doing  
18 well in other schools all up and down the  
19 east coast, and all over the country, for  
20 that matter.

21 Parents, we have a number of  
22 parents here tonight, parents of alumni

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1 still come back and give to the school. We  
2 have a number of alumni that are here  
3 tonight, here giving back - Andre, I saw  
4 Ricky here earlier, and they all come back  
5 and they give back to the school. And we  
6 have students that go to the school now that  
7 know alumni.

8 One example, I'm in the Class of  
9 2007, and I know an alumni 2001, Isaiah  
10 Thomas, he graduated in 2001, and he  
11 recently just called me up and asked me if I  
12 needed any type of help for my senior year.  
13 That's kind of community that we have at  
14 School Without Walls, someone six years my  
15 predecessor at the school is still calling  
16 me, asking me if I need any help, asking me  
17 if I need any guidance, any mentorship.

18 The student relationships - the  
19 student relationships have been wonderful.  
20 As Mr. Trogish has addressed earlier, we're  
21 the only school without metal detectors, and  
22 that isn't for no reason. I mean, we have

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1 no violence in the school, generally.  
2 There's just about no violence. All the  
3 students know each other, and we are all one  
4 big happy family. And we also have a  
5 wonderful community of teachers.

6 One example, Ms. Pokerack, who's  
7 here tonight. We have a Senior Thesis,  
8 which is 20-pages, and we are all assigned  
9 mentors. Each teacher has about four or  
10 five mentors, some maybe even seven or  
11 eight, depending on which topic the students  
12 are in. She's teaching baseball topic,  
13 which is the topic of my thesis. And I've  
14 met with her alone the past week at least  
15 four times, and I'm one of her maybe four or  
16 five other mentors, I mean, mentees, who  
17 also meet with her all during the week.  
18 She's given up her time during lunch, after  
19 school, some teachers even come before  
20 school. They have clearly scheduled office  
21 hours where they offer help, any extra  
22 guidance, as well as our staff, who's also

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1 offered time. I've met with Ms. Isaac  
2 multiple times getting the schedule  
3 together. I've also met with Mr. Trogish  
4 multiple times. And, to me, any school that  
5 fosters such an environment of love and care  
6 is worth renovating. Thank you very much  
7 for your time.

8 CHAIRPERSON HOOD: Good man.  
9 Rachel May.

10 MS. MAY: Good evening. My name  
11 is Rachel May. I live at 1762 Kilborne  
12 Place, N.W. I'm currently a senior at the  
13 School Without Walls Senior High School.  
14 For years, the School Without Walls has been  
15 a place for hundreds of the District's  
16 students to come and expand their minds.  
17 The institution has produced world leaders  
18 and influential members of every part of  
19 society.

20 School Without Walls has given  
21 greatly to its students, and the students  
22 have, in turn, given back greatly to the

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1 community. Now it is time for the cycle to  
2 be completed, and for this city to give back  
3 to the school.

4 In these four years that I have  
5 attended our institution, there have been  
6 numerous rumors about reconstruction and  
7 relocation. In fact, there are stories from  
8 students 10 years my senior conveying  
9 similar ideas. In the end, it just turned  
10 out that rumors is a perfectly fitting term  
11 for what has been going on. Several ideas  
12 have been thrown out, but no actual  
13 resolution has been achieved. The sad truth  
14 is, although School Without Walls is home to  
15 some of the city's best and brightest, it is  
16 also in terrible condition, with leaky  
17 roofs, peeling walls, and floor damage in  
18 almost every classroom. Our building does  
19 not reflect the image that our students work  
20 so hard to uphold.

21 I can say from experience that it  
22 is highly distracting, and not conducive to

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1 my education, when half of a class period is  
2 spent worrying about where in the classroom  
3 students can sit without being rained on,  
4 worrying about whether students in Senora  
5 Deanne's classroom will fall through the  
6 floor to pay a visit to Ms. Pokerack is  
7 similarly unacceptable.

8 The bottom line is, the students  
9 and teachers of the School Without Walls  
10 deserve better learning and working  
11 conditions. We all have been extremely  
12 flexible and resilient, thus far, but it is  
13 time for a change. With a new building, we  
14 will not only be proud of the concept of the  
15 School Without Walls and its achievements,  
16 we can also be proud of our building.

17 Speaking on behalf of myself and  
18 my classmates, we are ready to be proud. We  
19 want to be eager to enter a building that we  
20 can call our own. Many of us, and I can  
21 call on people here, spend more time in our  
22 week at school than we do at home. Based on

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1       that fact, alone, we should be comfortable  
2       in either environment. I would ask for you  
3       to help the School Without Walls to become a  
4       fine institution theoretically and  
5       physically, by helping us to approve our  
6       plans for reconstruction.

7                   CHAIRPERSON HOOD: Thank you.  
8       Thank you all to the panel. Colleagues, any  
9       questions of this panel? Okay. Any cross  
10      examination? I'm just going to say any  
11      cross exam - and I'm going to look - I'm not  
12      going to go through it. I'm just going to  
13      look at you, and when you shake your head,  
14      I'll know. Okay. Okay. Thank you all.

15                   Okay. Nina Dutton, Marcus Dean,  
16      Alexis Johnson, and Zachary May. And if I  
17      mess up anybody's name, I apologize. Just  
18      correct me when you start. We're going to  
19      start with Nina Dutton.

20                   MS. DUTTON: My name is Nina  
21      Dutton, and I am a Senior at the School  
22      Without Walls, and I live at 5722 Nevada

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1 Avenue, N.W., Washington, D.C. Thank you  
2 very much for the opportunity to speak  
3 tonight. I would like to focus on some of  
4 the problems found in the School Without  
5 Walls building, and the effects of these  
6 problems, environmentally, academically, and  
7 physically. And in the last case, for both  
8 the Walls community, as well as those not  
9 connected with the school at all.

10 First, there is inadequate space  
11 in the school building. Although Walls  
12 continues to support the high quality  
13 program many of the people who have spoken  
14 tonight have discussed, the student  
15 population is growing, so more and better  
16 designed spaces are needed to accommodate  
17 this growth. For decades, we have been  
18 using classrooms half the size of standard  
19 ones, and dealing with awkward and wasted  
20 space created by dividing larger rooms in  
21 order to have enough classrooms just for a  
22 high school teaching system.

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1                   We cannot continue attempting to  
2           learn in certain cramped classrooms, where  
3           it can be very difficult to move around. I  
4           once had a class where the desks had to be  
5           placed so close together that some people  
6           had wiggle out of their seats under their  
7           desks just to get up if the rest of the  
8           class was seated.

9                   Second, the poor condition of the  
10          building allows the elements to come in and  
11          damage materials and equipment vital to the  
12          learning experience, as many people have  
13          also mentioned. Multiple leaks in the  
14          library ceiling mean that rain can damage  
15          books and computers we need. Such problems  
16          can also prevent us from concentrating on  
17          our work, and making the most of the  
18          opportunities a Walls' education provides.  
19          For example, I remember a math test one  
20          winter when it began to snow on one of my  
21          classmates, not through an open window, but  
22          through a hole near the ceiling.

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1                   Additionally, a great deal of  
2                   energy is wasted at our school as a result  
3                   of structural problems. The most apparent  
4                   example of this is the distribution of heat  
5                   in the building. In the winter when the  
6                   heat is on, the third floor is generally too  
7                   hot, and the second and first floors are  
8                   often too cold. It also depends on if a  
9                   classroom opens onto the main foyer of a  
10                  floor, in which case it's too hot, or a  
11                  small hallway made when one classroom has  
12                  been divided in two, where it is probably  
13                  cold. The heat gets turned up when cold  
14                  people complain, but then those on the third  
15                  floor have to open windows to stay cool, and  
16                  waste energy doing so.

17                  The hazards at Walls range from  
18                  the merely disruptive, to the potentially  
19                  dangerous. The perpetually crumbling  
20                  ceiling and wall of Room 308 caused me to  
21                  need to brush debris off my seat every  
22                  morning in ninth grade, and temporarily

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1 displaced classes last year.

2 More disturbing are the colonies  
3 of mold growing in the hallway off of Room  
4 305, on a classroom wall in Room 205, and  
5 many other places. Bricks and pieces of  
6 slate have fallen off the roof of the  
7 building onto the sidewalk outside,  
8 endangering Walls' students, faculty, and  
9 staff, as well as anyone in the neighborhood  
10 passing by.

11 Our agreement with George  
12 Washington University is crucial to the  
13 solution of these problems. If not for the  
14 agreement, Walls would not have the means to  
15 properly renovate and ensure the efficiency  
16 of the building, and the safety of the  
17 community interacting with it. The success  
18 of Walls and its students depends on many  
19 factors, not least of which is the  
20 environment where we do our best to learn.  
21 Thank you.

22 CHAIRPERSON HOOD: Next, Mr.

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1 Dean, Marcus Dean.

2 MR. DEAN: Good evening. My name  
3 is Marcus Dean of 2016 Newton Street, N.E.,  
4 and I'm also a Senior. School Without Walls  
5 has always been a culturally diverse school,  
6 and it is known for its academic excellence.  
7 Because of its reputation, many students  
8 across the District of Columbia depend on  
9 School Without Walls to be their next step  
10 in receiving a higher education.

11 Although the education being  
12 taught is sufficient, the educational  
13 environment is not suitable for the  
14 students. There are various health hazards,  
15 and dangerous opportunities that can affect  
16 the students, as well as the school staff.  
17 These issues are caused because of the old  
18 age of the school, but they can easily be  
19 resolved with the renovation of the  
20 building.

21 Since the building is old, the  
22 walls contain mold and asbestos. This

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1 matter is a serious health hazard. Students  
2 and teachers are breathing in dangerous  
3 fumes from the walls over five hours each  
4 day. This issue can lead to serious  
5 respiratory problems in the future.

6 School Without Walls is  
7 practically falling apart, and needs to be  
8 restored before any students get injured.  
9 Many rooms contain cracks and holes in the  
10 ceilings, that create many problems. Last  
11 year in my Physics class, a piece from the  
12 ceiling fell, and almost hit a student on  
13 top of the head. The holes in the ceiling  
14 allow water to come into the building when  
15 it rains, as previously mentioned, so as we  
16 heard from Mr. Suarez, when it rains, bags  
17 must be used in order to protect facilities  
18 and equipment, such as the library and the  
19 school's computers. In the PE classroom, I  
20 can literally see the huge crack in the  
21 middle of the ceiling dividing the room in  
22 half.

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1                   Also, when there is a lot of  
2 movement in the classroom directly above,  
3 the crack looks as if it is trying to open.  
4 When I sit alone in the basement class, I  
5 can literally hear the rumbling and  
6 crackling sounds from within the walls as if  
7 the room is about to collapse. Within the  
8 same classroom, I had to help my teacher  
9 move bookshelves just so they could cover  
10 the huge holes caused by the termites so  
11 that the room could look presentable, and  
12 also, to prevent students from stumbling  
13 because of them.

14                   School Without Walls has always  
15 been important to me, because it provides me  
16 with a great education and new experiences.  
17 It also allows me to complete my goals and  
18 it prepares me well for college. I  
19 experience many different cultures through  
20 the diversity of School Without Walls.  
21 These are few of many reasons why it is  
22 definite that other students across the

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1 District will continue to come to our  
2 school, and it is imperative that School  
3 Without Walls must be renovated.

4 CHAIRPERSON HOOD: Thank you.  
5 Ms. Johnson.

6 MS. JOHNSON: Good evening. My  
7 name is Alexis Johnson. I live at 1358  
8 Barnaby Terrace, S.E. My experience with  
9 School Without Walls started in the school  
10 year 2004-2005. I was a sophomore who was  
11 ready to learn at the best high school in  
12 the District. I've also had experiences  
13 with water falling on my head, and paint  
14 peeling on my clothing. These experiences  
15 are disappointing because the students at  
16 School Without Walls should not be subject  
17 to these conditions.

18 I love this school because it  
19 offers great opportunities. I am now a  
20 senior, and I will miss the school. I bet  
21 you're all wondering why I care if the  
22 school is renovated or not. I thought about

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1       this when I first learned about the plan,  
2       and I do care. I care because there are  
3       other students who care about their  
4       education, and deserve the same opportunity  
5       that I have received at School Without  
6       Walls.

7               I was able to take a peek into my  
8       future field of law at an internship. I'm  
9       able to earn college credits at great  
10      universities, such as George Washington and  
11      Southeastern University. I'm also able to  
12      travel outside of the school for lunch and  
13      classes. These opportunities will continue  
14      to thrive if the conditions at the school  
15      were better.

16             I'm hurt that people feel that  
17      the students do not deserve a safe and  
18      healthy environment in which to broaden  
19      their minds. These conditions are not safe  
20      or healthy. The renovation of the building  
21      will motivate students to learn, the  
22      building will have a new science lab, which

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1 will allow students to explore experiments  
2 and new scientific theories. The new  
3 building will welcome more students and  
4 diverse cultures, which will allow students  
5 to learn about other cultures, religions,  
6 and activities that the students participate  
7 in.

8 I want this new building for the  
9 next generation of School Without Walls  
10 students because this school sets a firm  
11 foundation for students' educational,  
12 social, and cultural values. Thank you.

13 CHAIRPERSON HOOD: Thank you.  
14 Mr. May.

15 MR. MAY: Good evening. My name  
16 is Zachary May of 1017 C Street, S.E. I am  
17 currently a Senior at School Without Walls,  
18 and over the past three years, I have  
19 repeatedly told the same joke to people  
20 unfamiliar with my school. Soon, if it is  
21 not repaired, my school will literally have  
22 no walls. The structure would be

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1       insufficient even if it wasn't  
2       deteriorating. Without a PA system,  
3       communication consists of countless sheets  
4       of paper attached to doors, and students  
5       running between classrooms.

6               This school uses the city as a  
7       classroom, partially because the building  
8       can't provide several basic functions. We  
9       have no auditorium, no science labs, no gym,  
10      not even a cafeteria. For our larger  
11      assemblies, GW lets us use one of its  
12      auditoriums. The library is the size of a  
13      single classroom, and the ceiling leaks  
14      after storms.

15             I was the student who took the  
16      photos for the slideshow you saw earlier,  
17      and I am not the only, or the first person,  
18      who has taken photos of the school's flaws.  
19      Students having seen other photographers do  
20      the same, barely notice me, and probably  
21      didn't expect any significance to result  
22      from my picture taking.

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1                   Last year, after a piece of  
2                   ceiling fell on a student, photographs were  
3                   taken of the classroom. As a result, the  
4                   ceiling was replastered, and it still leaks.  
5                   Teachers I spoke to knew exactly what needed  
6                   to be photographed. One of my past teachers  
7                   mentioned a particularly large wall of  
8                   fungus in another classroom, and stated that  
9                   she would be unable to teach in that  
10                  classroom if it were her own.

11                 Every student at School Without  
12                 Walls is affected by the deterioration of  
13                 the building, and they each have several  
14                 stories about it. Over the course of the  
15                 four years, each student spends time in  
16                 almost all of the classrooms, and every  
17                 single room has at least one visible flaw,  
18                 ranging from fungus-covered walls, to large  
19                 holes in the ceiling.

20                 For example, leaking is a  
21                 consistent issue after rain. Several times  
22                 I have seen buckets and trash cans placed in

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1 classrooms and the library to contain the  
2 water. In history class last year, several  
3 of the desks, which have concave seats, were  
4 found one morning containing pools of water.  
5 This year, the pencil sharpener from the  
6 neighboring math classroom can be heard  
7 clearly through the wall of my American  
8 Government class.

9           Despite the building it is housed  
10 in, the School Without Walls is a fantastic  
11 school. The students produce some of the  
12 highest SAT and PSAT scores in DC Public  
13 Schools. Above all, School Without Walls is  
14 a college preparatory school. Every year,  
15 most, if not all seniors, apply to and are  
16 accepted into colleges and universities  
17 across the nation. In the later months of  
18 the school year, a bulletin board in the  
19 hallway becomes congested with students'  
20 multiple acceptance letters. Furthermore,  
21 several upper classmen are allowed to take  
22 college courses at GW, which gives a special

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1 advantage to our students. Thank you very  
2 much.

3 CHAIRPERSON HOOD: Good man.  
4 Thank you. Any questions for this panel,  
5 colleagues? Any cross examination? Okay.  
6 Thank you. Thank you all for your  
7 testimony.

8 Okay. Doug Firstenburg, no.  
9 David Lehrman, Bernard Dempshaw, and I can't  
10 really make out the last - it's Anne  
11 Digiulio. Okay. We're going to begin with  
12 Mr. Firstenburg, I believe is how you  
13 pronounce it.

14 MR. FIRSTENBURG: That's correct.

15 CHAIRPERSON HOOD: You may begin.

16 MR. FIRSTENBURG: Chairman Hood,  
17 Members of the Commission, my name is Doug  
18 Firstenburg. I live in Bethesda, Maryland.  
19 I'm a real estate developer, and my firm is  
20 also an advisor to educational institutions.  
21 I've had the honor of being before this  
22 commission before for our real estate

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1       developments.

2                   While I can't go back to 1980, as  
3       Mr. Katz referred to GW's relationship with  
4       School Without Walls, I can say that over  
5       four years ago, and unfortunately too many  
6       DCPS superintendents, we became the pro bono  
7       advisor to the DC school system to try to  
8       create a public/private partnership for the  
9       School Without Walls. Our goal is pretty  
10      simple, how to create and fund a renovation  
11      for a Tier Three school.

12                  As you saw the pictures, what you  
13      didn't see was the pictures of the Tier One  
14      and Tier Two schools that couldn't be funded  
15      on their own, so there was a huge funding  
16      gap in order to create a new School Without  
17      Walls. The real simple task was how to  
18      create value, where is the value for GW to  
19      compensate DCPS to create a new school? The  
20      real simple answer was density. We had to  
21      find a way to create density that GW would  
22      pay for, and we did.

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1                   We told them we intend to sell  
2                   them a parking lots and their rights that  
3                   the DC school system doesn't need. But it  
4                   wasn't just about money, we needed a lot  
5                   more than that in order to justify a  
6                   transaction like this. We need many, many  
7                   programmatic benefits beyond those that were  
8                   already provided by GW to the DC school  
9                   system.

10                   In my sense, having done many of  
11                   these public/private partnerships, both as  
12                   an advisor to the institution, as well as a  
13                   developer, this partnership seems to be the  
14                   truest sense of a wonderful public/private  
15                   partnership. GW commits to build dorms.  
16                   There seems to be a need in everything I  
17                   read about GW putting dorms on their campus.  
18                   This seems to achieve that goal.

19                   DCPS gets a dramatically improved  
20                   new school. I can't say it better than the  
21                   dozens of people you have already heard  
22                   tonight, and the pictures that you've

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1 already seen, but all they're giving up is a  
2 parking lot, and all they're giving up is  
3 development rights they don't need. It seems  
4 to be a wonderful transaction, but they also  
5 get the parking spaces.

6 GW is paying for all of the  
7 development rights, and Mr. Katz will  
8 probably hit in the back of the head right  
9 now, but on top of paying for the land, they  
10 get 30 free parking spaces. They also get  
11 15 additional parking spaces at the price  
12 that the faculty and staff pays for GW.  
13 It's a wonderful economic and programmatic  
14 benefit for the DC school system.

15 On top of that, this partnership  
16 that they talked about, there's a strong  
17 binding commitment between the two  
18 institutions to make it one of the best in  
19 the country. It was one of the things that  
20 was most important to the school board when  
21 we were negotiating this, and I have all  
22 faith in both institutions to make that

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1       happen.

2                       Lastly, you get wonderful  
3       historic renovation and superior  
4       architecture. I used that last word because  
5       the Zoning Commission doesn't get to vote on  
6       a motion. That's not your job. You have to  
7       vote on the facts and the justifications of  
8       this case. It seems clear to me, based on  
9       my modest experience in this, that this  
10      meets all the tests for a PD approval.

11                     In addition, I see the Zoning  
12      Commission having the opportunity to vote  
13      its conscience, and the kids being able to  
14      survive. This is about kids, I hope you'll  
15      see it that way, as well as see that it  
16      meets the test. Thank you.

17                     CHAIRPERSON HOOD: Thank you.  
18      Mr. Lehrman.

19                     MR. LEHRMAN: Thank you, Mr.  
20      Chairman. I'm David Lehrman. I'm the Foggy  
21      Bottom ANC Commissioner for 2A-01, and I  
22      live at 2020 F Street across from one of the

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1 GW dormitories that I've come here to  
2 testify in the past before you.

3 On October 18<sup>th</sup> we had our meeting  
4 of the ANC, and to paraphrase a Rupert  
5 Murdoch headline some years ago with the *New*  
6 *York Post*, essentially the ANC said drop  
7 dead to the idea of a rule about School  
8 Without Walls prospect. The discussion was  
9 much more learned and intellectual, it  
10 discussed Section 200.1 and technical zoning  
11 variations, but I feel that some place the  
12 human dimension got lost in the process.  
13 The truth of the matter is, the first  
14 question that I asked was how many of us are  
15 parents on this Commission, and the answer  
16 is none of us. We are a singularly  
17 parentless, childless bunch of adults  
18 sitting in judgment on the hopes, and  
19 dreams, and aspirations of many of the  
20 people that were here.

21 You know, when Tip O'Neill said  
22 years ago that all politics is local, you

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1 have only to look around this room to see  
2 how that works. This is as local as it  
3 gets. And GW and the community that we live  
4 in there in Foggy Bottom, is not a child-  
5 friendly place. You don't see a golden  
6 retriever on the streets, you don't see a  
7 baby carriage, you don't see somebody  
8 wheeling their dream in front of them.

9           When the principal earlier talked  
10 about the fact that School Without Walls is  
11 a place of dreams, most of the people that  
12 live there, and most of the people that  
13 attend our meetings are not connected with  
14 that dream. And I think that in some  
15 respects we ought to see are we missing a  
16 sensitivity chip some place that keeps us  
17 from seeing what needs to be done to take  
18 young people born in the 90s who want to  
19 have the chance for a good education and a  
20 good school, this is a very unusually noble  
21 project. We've heard the principal speak,  
22 the former principal, as well. These are

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1 people who dedicate their lives to making  
2 young people feel welcome. And earlier out  
3 in the hall, I talked to a young person that  
4 seemed very troubled at the idea that all of  
5 these grownups hated him, and I said it's  
6 really not that way. I said, it's just  
7 politics. That's the way it works, people  
8 call names, and they point fingers, but  
9 nobody hates you here. And I said the truth  
10 of the matter is, there are a lot of people  
11 rooting for you. But how you do that, and  
12 also integrate the fears and the anxieties  
13 of the community certainly is something that  
14 you need to do.

15 My view is that the ANC  
16 Commission, in a respect, looked at the  
17 damage to the School Without Walls almost as  
18 collateral damage in terms of preserving the  
19 zoning issues, as opposed to letting kids  
20 have an education. There is a way to  
21 harmonize both. Even the *Foggy Bottom*  
22 *Courant*, almost a mouthpiece for the Foggy

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1 Bottom administration, criticized the ANC  
2 for its decision recently, and it said that  
3 much more could have been done to advance  
4 this project than to simply kill it.

5 Most recently - if I may have  
6 just one last sentence - the letter that you  
7 have, Mr. Chairman, from the commissioner  
8 who resigned, is a long letter, and he,  
9 himself, who started really as an anti-GW  
10 candidate examined many of these issues, and  
11 found no merit in any of the arguments  
12 opposing them. My view is you work with  
13 your ANC, you hope for a wiser decision.  
14 That's what we're here today, and we hope  
15 for that. Thank you for the chance to  
16 testify.

17 CHAIRPERSON HOOD: Thank you, Mr.  
18 Lehrman. The reason I let you continue and  
19 didn't cut you off, because I did want to  
20 hear more about that letter, so I just want  
21 to make that clear. I want to be fair to  
22 everyone.

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1 MR. LEHRMAN: Sure.

2 CHAIRPERSON HOOD: I want to say  
3 Bernard, but I know - I always pronounce  
4 your last name incorrectly, so I'm going to  
5 let you pronounce it, and that'll save me  
6 from doing it incorrectly.

7 MR. DENTCHUK: Thank you, Mr.  
8 Hood. Thank you for the opportunity to  
9 testify in support of the partnership  
10 between School Without Walls and GW. My  
11 name is Bernard Dentchuk. I live at 918  
12 Front Street, N.W. I work at GW. As part  
13 of the programmatic partnership between GW  
14 and Walls, I teach African American history  
15 and culture at the Walls school, and I  
16 coordinate the school's black cinema club.  
17 My course surveys the 450 year experience of  
18 Africans in America, and African Americans  
19 in American history and culture. I have  
20 taught at Walls for four years, but I have  
21 previously been a guest lecturer at Walls  
22 since 1995, lecturing on DC and black

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1 history and culture.

2 As such, I am one small part of  
3 the educational partnership between GW and  
4 Walls. My course concentrates on the 17<sup>th</sup>,  
5 18<sup>th</sup>, and 19<sup>th</sup> centuries. We concentrate on  
6 studying the beginnings of Africans diaspora  
7 experience in the New World. We started the  
8 middle passage in slavery in the Caribbean  
9 in the 17<sup>th</sup> century, the British legal and  
10 social construction of race in the 18<sup>th</sup>  
11 century, slavery in North American, its  
12 resistance, its abolition, the Civil War  
13 Era, reconstruction, post reconstruction in  
14 the 19<sup>th</sup> century, and Jim Crow racism in the  
15 20<sup>th</sup> century. That covers, essentially, from  
16 1500 to 1950. We only spend a small amount  
17 of time on the modern Civil Rights movement  
18 of the 50s and 60s, and no time on the post  
19 Civil Rights era. Finis Origine Pendet,  
20 "the end depends upon the beginning", goes  
21 the Latin method of teaching history. The  
22 more my students understand the beginnings

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1 of their ancestors' experience in America,  
2 the more they can understand themselves and  
3 the social, economic culture in which they  
4 live, struggle, and survive, and succeed.

5 I challenge my students to enjoy  
6 learning no matter what the physical  
7 conditions in their classroom. I do not  
8 want to hear their complaints about the  
9 ceiling falling on their heads. I tell them  
10 to move their chairs and avoid the falling  
11 debris. I do not want to hear about the  
12 cold coming in from the old, drafty,  
13 inadequate windows. Wear a second sweater,  
14 I tell them. I do not want to hear about  
15 the classroom being unbearably hot in the  
16 warm months, or too cold in February. The  
17 worse the conditions, actually, the better I  
18 like it.

19 I remind them of the learning  
20 conditions of W. Du Bois and Sojourner  
21 Truth, of Frederick Douglass and Harriet  
22 Jacobs, of Carter G. Woodson and Olaudah

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1 Equiano, that they had to endure, that they  
2 learned splendidly, went on to write great  
3 books and excel in their field. Did  
4 Frederick Douglass have air conditioning in  
5 the Wye plantation where he was enslaved,  
6 and learned to read clandestinely? So I  
7 show them the slave shack that Carter G.  
8 Woodson learned in; yet, he got a Ph.D. from  
9 Harvard.

10 My Walls students love learning  
11 no matter what the conditions. They will  
12 not be mis-educated, a reference to  
13 Woodson's seminal work, *The Mis-Education of*  
14 *the Negro*, which they study.

15 Apparently, the ANC believes that  
16 Walls students should not enjoy the benefits  
17 of the partnership with GW, that is advanced  
18 intellectual rigor. Is this --

19 CHAIRPERSON HOOD: Mr. Dentchuk.

20 MR. DENTCHUK: Yes, sir.

21 CHAIRPERSON HOOD: I'm going to  
22 have to -- did you provide us that?

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1 MR. DENTCHUK: Yes, sir.

2 CHAIRPERSON HOOD: Okay. We have

3 --

4 MR. DENTCHUK: I'll just close  
5 with this sentence. May I?

6 CHAIRPERSON HOOD: You can close  
7 with that sentence.

8 MR. DENTCHUK: Thank you very  
9 much. Is this, in fact, the view of 10,000  
10 Foggy Bottom residents, 150 businesses, two  
11 dozen non-profits and churches that reside  
12 in the neighborhood? I think not. Thank  
13 you for your time, Mr. Hood.

14 CHAIRPERSON HOOD: Thank you, Mr.  
15 Dentchuk. And I think I can now pronounce  
16 your name correctly. I've heard you  
17 pronounce it. And I'm sorry, I didn't --

18 MS. DiGIULIO: No, that's fine.

19 CHAIRPERSON HOOD: Okay. I know  
20 it's Debbie. I mean, I'm sorry, Anne --

21 MS. DiGIULIO: DiGiulio.

22 CHAIRPERSON HOOD: DiGiulio.

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1       Okay.

2                       MS. DiGIULIO: I live at 2222 I  
3       Street, N.W. It's a dorm on campus, JBKO.  
4       And I'm here tonight to speak to you on  
5       behalf of the George Washington University  
6       Residence Hall Association. As a community  
7       service coordinator for the organization, it  
8       is my role to come to you and explain why  
9       our organization has chosen to support this  
10      School Without Walls project.

11                     This project is a bold effort on  
12      behalf of the administration to accommodate  
13      the needs of the George Washington  
14      University students. The proposed residence  
15      hall considers many aspects of student life  
16      within its design. The system of single  
17      bedrooms with a shared living space allows  
18      students to access both personal space and  
19      the benefits that come from a room mate.

20                     By the time many students are  
21      upper classmen, they are ready for their  
22      privacy and independence, yet they still

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1       desire the companionship of their friends.  
2       This design is the perfect synthesis of the  
3       two.

4                   The proposed residence hall would  
5       give us some more living experience to many  
6       off-campus apartments, while retaining the  
7       proximity to classes and activities.  
8       Students will be able to set their own sleep  
9       and study habits without worrying about  
10      disrupting their room mates. Disagreements  
11      would not erupt when one half of the room is  
12      dirty. Even things as simple as playing  
13      music you like and decorating in your style  
14      make this option ideal for the modern  
15      student. These things really do affect  
16      relationships between room mates, and this,  
17      in turn, affects the attitude of the campus.

18                   In addition, we feel that the  
19      building's two entrances will enhance the  
20      mobility of students both in the residence  
21      halls and on campus, in general. Another  
22      benefit of this proposed residence hall is

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1       that it will fill the void left by the  
2       proposed transition of the Aston from  
3       undergraduate housing, as set forth in the  
4       proposed campus plan. This transition would  
5       leave the undergraduate population without  
6       116 beds, and it is of particular concern to  
7       our organization. Rather than force the  
8       upper classmen to move off-campus, our  
9       organization is pleased to see efforts to  
10      keep students in the campus community  
11      through the university's development plan.  
12      This will be an attractive housing option  
13      that will draw students to campus, while  
14      sticking to the current and future campus  
15      plans.

16                   In conclusion, the George  
17      Washington University Residence Hall would  
18      like to offer their support for this  
19      proposed residence hall. Thank you very  
20      much for your time.

21                   CHAIRPERSON HOOD: Okay. Thank  
22      you. Are you also representing RHA?

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1 MS. DiGIULIO: Yes, that's the  
2 organization. I think Michael Aiken may  
3 have signed me in, and then I signed myself  
4 in, too.

5 CHAIRPERSON HOOD: Okay.

6 MS. DiGIULIO: There was a slight  
7 confusion. I'm sorry.

8 CHAIRPERSON HOOD: Okay, that's  
9 fine. No problem. Thank you. Colleagues,  
10 any questions of this panel? Any cross  
11 examination? Seeing none, thank you all for  
12 your testimony.

13 The next group asked to come up  
14 together, and that's what I'm going to do.  
15 We try to honor everyone's request. Brian  
16 Hamluk, Mark Levine, and Craig Kupiec. I  
17 tell you what, when you come up, you can  
18 correct me. Kupiec, I think that's it. F  
19 Street Commission.

20 MR. HAMLUK: Chairman Hood and  
21 other members of the Zoning Commission,  
22 thank you for allowing us to testify on

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1       behalf of the George Washington University's  
2       F Street Corridor Commission. My name is  
3       Brian Hamluk, and I serve as the Director of  
4       the Office of Off-Campus Student Affairs at  
5       the George Washington University.

6               The Office of Off-Campus Student  
7       Affairs was developed by GW approximately a  
8       year and a half ago to actively address  
9       student citizenship, civility, neighborhood  
10      conduct, and appropriate behavior in the  
11      surrounding community. In less than two  
12      years on campus, we have worked to conduct  
13      off-campus student services fairs for those  
14      students who transition off-campus, work to  
15      educate new students at our freshman  
16      orientation about appropriate community  
17      behavior, create numerous informational  
18      publications and programs, including the *GW*  
19      *Guide to Living Off-Campus*, and have  
20      responded to 100 percent of community  
21      concerns called in by local community  
22      members.

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1                   In addition, we support GW  
2                   housing programs in their efforts of the F  
3                   Street Commission, which my colleagues will  
4                   tell you more about now.

5                   MR. LEVINE: Good evening. My  
6                   name is Mark Levine, and I serve as the  
7                   Senior Assistant Dean of Students at GW. In  
8                   my role at GW, I oversee all student  
9                   discipline at the university, as well as  
10                  assist with the residence hall life. One of  
11                  the major initiatives undertaken recently  
12                  has been the F Street Corridor Commission, a  
13                  working group of students, faculty, and  
14                  staff who are coming together to address  
15                  student behavior specifically on F Street,  
16                  where we have several residence halls and  
17                  properties between 19<sup>th</sup> and 23<sup>rd</sup> Streets.

18                  With the arrival of the new  
19                  residence hall on Square 103, we understood  
20                  the potential for increased student activity  
21                  on F Street would exist, and we've worked  
22                  hard to address those. Through numerous

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1 initiatives of the Office of Off-Campus  
2 Student Affairs, combined with the F Street  
3 Commission, we're taking an extremely  
4 aggressive approach to educating our  
5 students, and while we recognize that it's  
6 impossible to make any generalizations based  
7 off one month of comparative data, we find  
8 it encouraging that community complaints  
9 regarding F Street behavior in September  
10 2006 decreased from seven to three, as  
11 compared to September 2005, despite having  
12 an additional nearly 400 students added to F  
13 Street. In short, another residence hall  
14 does not necessarily mean increased  
15 disturbances.

16 MR. KUPIEC: My name is Craig  
17 Kupiec, and I'm the Student Coordinator for  
18 the F Street Corridor Commission, which I am  
19 excited to tell you more about. This  
20 commission is a very unique adventure that  
21 brings together faculty, staff, and students  
22 to address student behavior on F Street. We

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1 have recruited students from each of the  
2 residence halls on F Street, and students  
3 from several residence halls that are in the  
4 proximity of F Street. Through our bi-  
5 monthly meetings, we are using these  
6 residence hall representatives to do a  
7 number of initiatives.

8 First of all, we utilize the  
9 representatives to educate students in the  
10 residence halls about appropriate behavior  
11 and trends that we are seeing on F Street.

12 Second, we utilize them to  
13 provide us perspective on what is the pulse  
14 both on F Street and trends inside the  
15 residence halls and buildings. We meet  
16 regularly with administrators to ensure that  
17 we are aware of all community concerns so  
18 that we can incorporate them into our  
19 activities. While this commission is brand  
20 new and just off the ground, we are looking  
21 forward to continuing our efforts, and  
22 bringing new students on board from the new

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1 F Street residence hall in the years to  
2 come.

3 COMMISSIONER JEFFRIES: Okay.  
4 Any questions? I've been given the gavel  
5 for a second here. Any questions from the  
6 other commissioners? Any cross? Okay.  
7 Thank you very much.

8 The next four, we have Sharon  
9 Veline, we have Will Alexander, Elizabeth  
10 Elliott.

11 PARTICIPANT: Mrs. Elliott is  
12 actually opposed, so she doesn't come yet.

13 COMMISSIONER JEFFRIES: Oh, okay.  
14 Okay, so just Sharon Veline and Will  
15 Alexander.

16 PARTICIPANT: And then keep  
17 going.

18 COMMISSIONER JEFFRIES: And then  
19 Ricky Gailsburg, and then we have Ms.  
20 Briggs, Jania Briggs. Okay. I'm going to  
21 keep going. Michael Huff. Okay. No  
22 Michael Huff. Okay. This is looking pretty

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1 good.

2 (Laughter.)

3 COMMISSIONER JEFFRIES: Nancy  
4 Miranda. These are all proponents. Okay.  
5 Laura Estrada. Okay. Is there a Laura  
6 starting with the last name "E", the curse  
7 of writing, it's hard to read here. Okay.  
8 And what about Mrs. Jordan Miranda? Okay.

9 PARTICIPANT: You're not taking  
10 this personally are you?

11 COMMISSIONER JEFFRIES: No, I'm  
12 not taking it personally at all. This works  
13 out. So it looks like you are the sole  
14 panelist here as a proponent. Your name?

15 MR. ALEXANDER: My name is  
16 William Dale Alexander, III.

17 COMMISSIONER JEFFRIES: Okay.

18 MR. ALEXANDER: I am here to  
19 present - I guess I'm in the unique position  
20 of being an alum of both School Without  
21 Walls and the George Washington University.  
22 I'm a 2000 graduate of the School Without

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1 Walls, and subsequently earned a BS in  
2 Mechanical Engineering in 2004, and an MBA  
3 with a concentration in Small Business and  
4 Entrepreneurship in 2006, both from the  
5 George Washington University.

6 While in high school, I served  
7 during my senior year as a member of the  
8 Local School Restructuring Team, LSRT, where  
9 the matters of needed repairs and potential  
10 partnerships were frequently agenda items.  
11 At GW, as well as a Trachtenberg Scholar and  
12 later Presidential Administrative Fellow, I  
13 had the opportunity to again encounter and  
14 voice my concerns over the fate of my alma  
15 mater.

16 What I think is interesting, and  
17 I'm going to break away a bit from my  
18 prepared statements, is that at the time  
19 that I was a student at GW, it would have  
20 been more common to see the students  
21 actually in opposition to a proposed  
22 partnership. I understand I am a proponent,

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1       so I didn't come up at the wrong time, but I  
2       guess the thrust of what my statement is, is  
3       a reflection of how those views have changed  
4       over the years, and why my stance has been  
5       altered.

6                Although I've lived in DC all of  
7       my life, I only came to Foggy Bottom in 1996  
8       for my freshman year of high school. Much  
9       has changed in the 10 years that have lapsed  
10      since then, some for the better, some for  
11      the worse. And, regrettably, as time has  
12      passed, the condition of my beloved high  
13      school has been allowed to worsen. That  
14      statement is not a criticism of the building  
15      staff who work tirelessly to keep boilers  
16      running in the winters, and fans in place  
17      during the summers.

18               My stance regarding a potential  
19      partnership between DCPS, School Without  
20      Walls, and GW has changed. I'm not one who  
21      waivers or is easily influenced by others.  
22      Over the years, I've argued that the

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1 physical condition of the facilities was  
2 merely cosmetic, and the substantial import  
3 of the wealth and merit of School Without  
4 Walls lied in adherence to the mission upon  
5 which it was founded, to truly use the city  
6 as a resource. And with that in mind, if  
7 the building itself was crumbling, it didn't  
8 matter because we were at the zoological  
9 park, or we're at the arboretum, we're  
10 somewhere else and not affected by those  
11 conditions. And that's why I was initially  
12 opposed to the push to try to add a  
13 gymnasium, add a cafeteria, add lockers,  
14 these are all commonplace implements of  
15 other high schools. And once you adopt  
16 those things, you're not different any more,  
17 and so I wanted to make sure that the  
18 mission was followed.

19 Thirty seconds. But things need  
20 to change, and what I've seen with the case  
21 of McKinley Tech, is that we rely on the  
22 city, and the city has not done us justice

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1 in being able to provide the basic needs for  
2 our students. I went to the bathroom, and  
3 it didn't feel like home any more, didn't  
4 feel like where I had gone and spent that  
5 much time of my life. And so I want to see,  
6 through whatever way is possible, an  
7 improvement.

8 And I forgot to add just one  
9 final thing. I know that zoning, and I  
10 guess a lot of people are apathetic about  
11 government, and there was a gentleman that  
12 presented that spoke a lot about the  
13 different sections, and sub-sections of  
14 different - the zoning is not meant to be  
15 able to block or push your own personal  
16 agendas. The zoning and regulations are  
17 intended to protect the well-being of the  
18 community at-large, as I understood from  
19 reading the website. And this whole  
20 proposal is about enhancing the community,  
21 and so I'd like to see that it is pushed  
22 forward, and that the opportunity to better

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1 the education for these students is  
2 protected. So I thank you, and I apologize  
3 for going over time.

4 CHAIRPERSON HOOD: No problem.

5 Your name, again? I'm sorry.

6 MR. ALEXANDER: William  
7 Alexander.

8 CHAIRPERSON HOOD: Mr. Alexander.

9 MR. ALEXANDER: Thank you.

10 CHAIRPERSON HOOD: Okay. Hold  
11 your seat for a second. Any questions of  
12 Mr. Alexander? Let me ask you something,  
13 let me ask this very briefly. You mentioned  
14 that you would not have supported it a  
15 couple of years back because School Without  
16 Walls was unique in its own way. But now  
17 you're here to support it, because things  
18 changed.

19 MR. ALEXANDER: Well, here's the  
20 thing. Growing up in DC, as I have, you  
21 come to be distrustful of proposed - it  
22 seems like schemes. You wonder what the

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1       underlying motivation is, and we were always  
2       concerned that our well-being was being  
3       parlayed for profit motivated initiatives.  
4       What would happen to the students during a  
5       proposed construction? What happens if  
6       construction was delayed? What protections  
7       were there in place to safeguard our  
8       education in the interim between when a pipe  
9       dream was laid out, and when it actually  
10      could be enjoyed by students? So in that  
11      time, we held demonstrations, we walked out  
12      of classes when these proposals were  
13      initially considered. But when you go  
14      through the school now and you see what  
15      students have to contend with, it's beyond  
16      feeling inspired to overcome your humble  
17      beginnings. It's beyond humble, it's  
18      deplorable. And so that's why my position  
19      has changed.

20                   CHAIRPERSON HOOD: Okay. Thank  
21      you.

22                   MR. ALEXANDER: All right?

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1 CHAIRPERSON HOOD: Any other  
2 questions? Any cross examination? Seeing  
3 none. Okay. Thank you very much for your  
4 testimony.

5 MR. ALEXANDER: All right. Thank  
6 you, sir.

7 CHAIRPERSON HOOD: Is there  
8 anyone else in support, any organization or  
9 person wishing to testify tonight in support  
10 of Case 07-17? Seeing none, we'll go to  
11 persons, organizations and persons in  
12 opposition. Ms. Barbara Kahlow, West End  
13 Citizen's Association. Ms. Elizabeth  
14 Elliott, I believe is representing herself.  
15 And that's all I have. Anyone else in  
16 opposition - organization or person in  
17 opposition? This is your time to come  
18 forward. Seeing none, we will proceed, and  
19 we will begin with Ms. Barbara Kahlow.

20 MS. KAHLOW: Good evening.

21 CHAIRPERSON HOOD: Good evening.

22 MS. KAHLOW: I'm Barbara Kahlow.

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1 I live at 820 Fifth Street, N.W. I'll be  
2 testifying today on behalf of the West End  
3 Citizen's Association, the oldest citizen's  
4 organization in Foggy Bottom West End area.  
5 WBCA is primarily interested in maintaining  
6 the quality of life for the existing  
7 residential community in Foggy Bottom West  
8 End. I have three major points to cover in  
9 my five minutes.

10 One, is a change in zoning  
11 justified, or even necessary? The answer is  
12 no. GW wants to up-zone the site, Square 80  
13 lots, two lots by use of spot zoning. No  
14 one else has mentioned that today. It is  
15 spot zoning. From R5D to SP2, and via PUD.  
16 Square 80 is in the middle of a huge R5D  
17 area, and across F Street from a smaller R5E  
18 area.

19 As I discussed in my WBCA's  
20 September 28<sup>th</sup>, '06 testimony on proposed  
21 replacement campus plan, Case numbers 06-11  
22 and 06-12, in its June 23<sup>rd</sup> pre-hearing

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1 submission, GW revealed the rationale for  
2 this proposed up-zoning to exempt this site  
3 from the floor area ratio, FAR cap, of 3.5  
4 in the aggregate in Section 210.3 for R  
5 zoned properties.

6 The footnote on page 3 in the  
7 June 23<sup>rd</sup> filing states, "Under the MOU  
8 between DCPS and GW, the University will  
9 compensate DCPS for additional development  
10 rights generated by re-zoning to SP2 under  
11 the PUD, which will remove the development  
12 from the aggregate floor area ratio cap that  
13 applies to residentially zoned land within  
14 the Foggy Bottom Campus Plan boundaries.  
15 Provision 5 in the Exhibit A of the MOU is  
16 even more revealing. It states, "Avoidance  
17 of the aggregation rule." For the density  
18 to have maximum value for GW, it must avoid  
19 the aggregation rule set out in 11 DCMR  
20 210.8, which limits overall development on  
21 its campus to ensure this development will  
22 not count against the university's aggregate



1 camp, the PUD currently zoned R5D, must be  
2 re-zoned to non-residential zone."

3 Provision 5 further states "Termination - in  
4 the event that GW and DCPS are unable to  
5 obtain approval to re-zone the PUD site to a  
6 non-residential zone, or if the aggregation  
7 rule as set forth in 11 DCMR 210.8 applies  
8 to this PUD, then either party shall have  
9 the right to terminate this MOU."

10 In any case, if up-zoning is  
11 desirable to allow more FAR, since R5E, with  
12 or without a PUD allows 6.0 FAR, and the  
13 application is only for 5.29 FAR, please  
14 approve no more than R5E. Again, if you  
15 remember, I said the site is in an R5D area  
16 across the street from R5E, and nowhere near  
17 SP2.

18 This non-spot zoning would keep  
19 this site within the cumulative FAR cap,  
20 which the WBCA strongly desires, and which  
21 was the purpose of the entire set of zoning  
22 regulations for universities.

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1                   The October 10<sup>th</sup> supplemental  
2                   filing requests not only combined School  
3                   Without Walls dorm FAR of 5.29, but also an  
4                   astonishing 7.84 FAR for the GW dorm part.  
5                   That was the huge building you saw in the  
6                   pictures. Current R5D zoning provides for  
7                   no more than 3.5 FAR, so the dorm request is  
8                   for 124 percent increase in density. This  
9                   is truly unjustified, unnecessary, and  
10                  excessive.

11                  Point two - are the other  
12                  requested areas of relief justified? The  
13                  answer is no. The unjustified areas include  
14                  at least two, lot occupancy, and air and  
15                  light. And the air and light one is  
16                  important because the application states,  
17                  "In order to maximize student housing on the  
18                  site, the outer courts will require relief  
19                  from the requirements to provide the  
20                  required light and air of the residential  
21                  units. The WBCA believes that students,  
22                  like all other Foggy Bottom residents,

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1       deserve sufficient light and air in the  
2       dormitories.

3               Third, is the application  
4       complete for the commission action? The  
5       answer is clearly no. As I discussed in my  
6       WBCA's September 28<sup>th</sup> testimony on proposed  
7       replacement campus plan, current DC law and  
8       codified rules require full compliance with  
9       the DC Environmental Policy Act before the  
10      commission can act on this application,  
11      which exceeds the million dollar threshold.

12             DC rules provide, and I give the  
13      citations - the assertion by GW that it's a  
14      building permit issue is clearly  
15      inconsistent with current law. The  
16      commission must respond to the DC  
17      Environmental Policy Act.

18             In sum, the WCA objects to the  
19      magnitude of this proposal, especially the  
20      7.84 FAR dorm, and believes it would impose  
21      multiple adverse impacts on the residential  
22      community east of 23<sup>rd</sup> Street. We do not

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1       oppose renovation of the School Without  
2       Walls, however. Thank you for the consider  
3       of WCA's views.

4                   CHAIRPERSON HOOD: Okay. Thank  
5       you, Ms. Kahlow. Ms. Elliott.

6                   MS. ELLIOTT: Good evening,  
7       Commissioner Hood, and other commissioners.  
8       My name is Elizabeth Elliott. I live at 532  
9       20<sup>th</sup> Street, N.W., and I lived about two  
10      blocks from the Grant School for about  
11      almost 30 years. I've lived there since  
12      1980. And I'm here tonight because I feel  
13      strongly that the community -- the one  
14      thing I hear missing in all this proposal is  
15      the actual neighborhood, and the residents  
16      there. And I think we've been put in an  
17      untenable position because of this, and in  
18      my submission I'm kind of veering off from  
19      what I had written in my testimony, and I do  
20      hope you'll look at it. I wrote up a piece  
21      for the *Courant* back in July, talking about  
22      the whole historic application, aspects of

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1 the Grant School, and the historic resource  
2 that we have in the community.

3 And then I also put in an  
4 article, I hope Mr. Alexander, who just  
5 testified, will forgive me. I put a piece  
6 that he wrote back in 2002 about his  
7 opposition to the School Without Walls  
8 proposal, as it was being structured then,  
9 and has formed my opinion about this for  
10 some long time.

11 I'm very concerned about this.  
12 The School Without Walls is a tremendous  
13 resource. It's a tremendous success story,  
14 but as I wrote in my piece for the *Courant*,  
15 the School Without Walls program is a  
16 concept, it's not a building. And as  
17 evidenced by its proposed expansion, which  
18 you have before you, the program has  
19 admittedly outgrown the Grant School  
20 facility. And even with the proposed  
21 addition, the projected increase in the  
22 student population to over 400 students will

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1 generate an incredible amount of wear and  
2 tear on the Grant School proper. And now  
3 would be the perfect time, in my opinion,  
4 for the School Without Walls program to  
5 relocate to a state-of-the-art facility, to  
6 a larger and much more appropriate facility,  
7 or for a legitimate and appropriately  
8 situated and scaled addition to be developed  
9 behind the current landmark building. And  
10 that can't happen, because the university  
11 wants to build another huge out-of-scale  
12 dorm, and it is huge, if you look at the  
13 elevations of that proposed building. It's  
14 just gigantic, and it's going to block light  
15 and air from the southern aspects of that.  
16 And this whole thing, the whole addition is  
17 being driven by GW's needs, not by the needs  
18 of the community. And there's an overlay of  
19 needs for the School Without Walls, but in  
20 my opinion, that's not what's really driving  
21 this.

22 I think with the historic

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1 landmark status to cure, one of the things I  
2 also mentioned in my writing, is that when I  
3 was chair of the ANC back in 2001, we  
4 attempted - the community wanted to have the  
5 school land marked so that we could go out  
6 and secure funds, and look for funding so  
7 that we could restore that building, and we  
8 weren't given an opportunity because we got  
9 stonewalled for five years to get that  
10 building land marked and to do something  
11 about it. And now that the university needs  
12 it and wants it, it's been fast tracked, so  
13 I would just say you have a golden  
14 opportunity to insist on visionary  
15 preservation, restoration, and architectural  
16 design in one of the District's oldest and  
17 most historic residential --

18 CHAIRPERSON HOOD: Ms. Elliott,  
19 I'm going to ask you to wrap it up.

20 MS. ELLIOTT: That should not be  
21 lost to the insatiable business and  
22 development needs of George Washington

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1 University. Thank you.

2 CHAIRPERSON HOOD: Okay, thank  
3 you both. Colleagues, any questions or  
4 comments? Questions for this panel?

5 COMMISSIONER JEFFRIES: I do have  
6 one question, and it's probably more for OP.  
7 I'm just curious, and I know it's late so I  
8 don't want to - anyone responding, please,  
9 let's try to avoid long responses, but Ms.  
10 Kahlow has brought up spot zoning. And  
11 every time I see that word, it just - my  
12 hairs stand on end. And I just wanted to  
13 know if you could comment, Office of  
14 Planning, on this notion of spot zoning.

15 MR. PARKER: Well, there are two  
16 points, I guess. There is SP zoning in this  
17 neighborhood, as you're well aware, a lot of  
18 the area to the south. And, secondly, SP  
19 zoning is often a buffer zone between the  
20 residential zones and different zones.

21 COMMISSIONER JEFFRIES:  
22 Transitional kind of --

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1                   MR. PARKER: It's a transitional  
2                   zone, and that would be the case here, the  
3                   denser zone to the south, and the less dense  
4                   zone to the north.

5                   MS. STEINGASSER: I'd also like  
6                   to add, Commissioner Hood, spot zoning is a  
7                   very specific legal definition. It goes to  
8                   zoning that is inconsistent with the  
9                   comprehensive plan, and that gives benefits  
10                  to an individual inconsistent with the  
11                  comprehensive plans. And I'm sure the  
12                  lawyers would give a much tighter  
13                  definition, but that inconsistent with the  
14                  comprehensive plan is a really important  
15                  element. And that's why the balancing of  
16                  the comprehensive plan policies and elements  
17                  of that comp plan are very important in the  
18                  review here.

19                  As Mr. Parker pointed out, there  
20                  is SP-2 in the neighborhood. It's not a  
21                  completely inconsistent zone with what's  
22                  going on, but it's whether the action is

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1 inconsistent with the plan, and we don't  
2 believe it is.

3 CHAIRPERSON HOOD: Let me just  
4 say, this EIS issue I thought we had  
5 resolved. It just keeps resurfacing each  
6 time. And I thought that EIS was not within  
7 our jurisdiction, but here I see again, Ms.  
8 Kahlow, but that's a question for our  
9 general counsel. I want to ask and get it  
10 clear, because one minute we're told one  
11 thing, and here - it keeps resurfacing, and  
12 I would like to just get it clear. I  
13 thought we had it clear once before.  
14 Obviously, we don't, because it keeps  
15 resurfacing. So, anyway, that's something I  
16 will be asking at a later time.

17 COMMISSIONER JEFFRIES: I'm just  
18 wondering - well, this is on the record in  
19 terms of this spot zoning, and I was  
20 wondering whether some other counsel could  
21 speak on it. But it's just that when  
22 something like this is in the record, I just

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1 want to make certain that it's responded to.

2 MS. STEINGASSER: We could ask  
3 both the Applicant's counsel and our own  
4 Office of Attorney General to do a very  
5 short brief in response to that.

6 MS. JEFFRIES: Yes, if it can  
7 just be - yes, absolutely. I want to nip  
8 this in the bud, or at least respond to it.

9 MS. STEINGASSER: I think that's  
10 a good idea so that it's in the case file.

11 CHAIRPERSON HOOD: And I believe  
12 we've done - I would agree with Commissioner  
13 Jeffries, and also, if we could get an EIS,  
14 which I know we've already done once. I  
15 just can't articulate.

16 MS. STEINGASSER: Again, I know  
17 Office of Attorney General has already given  
18 an opinion on that.

19 CHAIRPERSON HOOD: Right.  
20 Exactly.

21 MS. STEINGASSER: We'll get that  
22 into the record, as well.

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1 CHAIRPERSON HOOD: Okay. What  
2 are we doing now? Oh, cross examination.  
3 Any cross examination? Okay. All right.  
4 Thank you all for your comments. Anyone  
5 else, organization or persons in opposition?  
6 Seeing none, Ms. Dwyer, if you would come  
7 forward, we'll wrap up.

8 MS. DWYER: Thank you, Mr. Hood,  
9 and Members of the Commission. Having  
10 listened to the testimony, we don't believe  
11 that there is rebuttal testimony that we  
12 need to present. I think we addressed the  
13 issues in our direct case, and I don't think  
14 anything has come up in rebuttal that  
15 requires us to bring our expert witnesses  
16 back.

17 We would like to make a closing  
18 statement, but since we already have several  
19 things we filed on the record, our thinking  
20 was to file our closing statement in  
21 writing. And in that, we can address the  
22 spot zoning issue, which I tried to address

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1 earlier in my testimony as to why SP-2  
2 zoning is appropriate, and we fully agree  
3 with the Office of Planning, it has a lot to  
4 do with the comprehensive plan, the Zoning  
5 Enabling Act, and the intent of the SP  
6 district, and we can address that.

7 Based on what we heard this  
8 evening, our understanding is that we need  
9 to file a landscape, streetscape plan with a  
10 lot of detail and definition. We also need  
11 to provide more detail on the sustainable  
12 design elements of both buildings, and this  
13 spot zoning issue, which I said we could  
14 address in our closing statement.

15 The important thing that I wanted  
16 to put before you is the urgency of a  
17 decision quickly on this application. As I  
18 think we made clear, this application  
19 complies with both the current campus plan,  
20 and the proposed campus plan, so there's no  
21 reason that a decision on this needs to wait  
22 until you complete the hearings and decision

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1 process on the new campus plan.

2 As you've heard from the party in  
3 support, and from the many individuals who  
4 have testified in support, there's a real  
5 need to move quickly on this application.  
6 What we would like to propose, and initially  
7 we were hoping to ask for a bench decision  
8 this evening, but in light of the fact that  
9 we're filing some additional materials, what  
10 we would like to propose is that this be put  
11 on your agenda for the November 13<sup>th</sup> Zoning  
12 Commission meeting. We can file by Friday,  
13 November 3<sup>rd</sup>, the additional materials that  
14 you've requested, and I think by the time of  
15 your meeting, Mr. Ken Laden can address the  
16 one or two issues that he was asked to  
17 address. And we would very much like this  
18 to be put on your agenda for November 13<sup>th</sup>.

19 CHAIRPERSON HOOD: Ms. Schellin,  
20 is that doable?

21 MS. SCHELLIN: Well, the problem  
22 with that is that it doesn't allow time for

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1 the parties to respond.

2 MS. DWYER: The only party to  
3 respond is the party in support. There's no  
4 party in opposition.

5 MS. SCHELLIN: The ANC.

6 MS. DWYER: Well, the ANC. All  
7 right. So if we --

8 MS. SCHELLIN: And we send out  
9 our packages on Tuesday, the 7<sup>th</sup>, or  
10 Wednesday morning, the 8<sup>th</sup>, so that would  
11 only give them two or three days to respond  
12 in order to make it in the package for the  
13 13th's meeting.

14 MS. DWYER: So we would have to  
15 file by this Wednesday in order to give the  
16 ANC a full week to respond? Is that --

17 MS. SCHELLIN: Our package  
18 actually goes out, it's either Tuesday  
19 afternoon or first thing Wednesday morning,  
20 so it wouldn't give them a full week.

21 MS. DWYER: Could we come - I'm  
22 just trying to see if we could come up with

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1 a reasonable time that we could file, and  
2 they could file, so that this could be on  
3 the agenda for the 13<sup>th</sup>.

4 CHAIRPERSON HOOD: We might not  
5 be able to make the 13<sup>th</sup> hearing, but we  
6 have some meetings - we have a number of  
7 meetings coming up. Could we squeeze that  
8 in?

9 MS. DWYER: Perhaps a special  
10 meeting, this could be before a hearing  
11 that's coming up?

12 CHAIRPERSON HOOD: Anything  
13 except for Wednesday. We're already meeting  
14 again on - we have one Wednesday already.

15 MS. DWYER: I am reminded that we  
16 will be back before the commission on  
17 another GW matter on November 20<sup>th</sup>, and  
18 perhaps before that hearing starts, there  
19 could be a special meeting.

20 CHAIRPERSON HOOD: We already  
21 have another special meeting prior. Okay.  
22 Here's what I'm being advised. We need to

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1 check and see how much time the ANC needs.  
2 They don't need that much time that we  
3 possibly can do it, but what I'm seeing  
4 here, we have a lot of special meetings for  
5 the month of November. Mr. Micone.

6 MR. MICONE: We wouldn't if their  
7 -- I was going to suggest the 20<sup>th</sup> or the  
8 30<sup>th</sup>, because we're all going to be gathered  
9 here on the campus plan, or Square 54, if we  
10 could in any way fit it in those dates.

11 CHAIRPERSON HOOD: We're already  
12 coming in, I think, at 5:00 already.

13 MS. DWYER: I mean, the items  
14 that we're asked to provide for the record,  
15 the landscape/streetscape plan and the  
16 details of that, I'm not sure if the ANC  
17 would have a specific issue, the need to  
18 comment with that, the more sustainable  
19 design elements, and then this spot zoning.  
20 Our closing statement is separate. No one  
21 gets to respond to that. That just goes  
22 into the record, so it's just the --

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1 MS. SCHELLIN: Mr. Vice-Chair,  
2 if I might, maybe what we could do to allow  
3 the ANC a week and still get this on the  
4 November agenda is that if the ANC actually  
5 files something, I'll scan it in and maybe  
6 get that to you, or send you a supplemental  
7 package.

8 CHAIRPERSON HOOD: Let me ask, is  
9 the Chairman going to participate?

10 MS. SCHELLIN: Well, I thought  
11 she was going to, and she was going to read  
12 the record, which she won't have time to do  
13 that if we do this in November.

14 CHAIRPERSON HOOD: It's always  
15 good to have five, but anyway, you run the  
16 risk. Let me do this. I know it's late.  
17 Give me two minutes. Let me just adjourn  
18 for a moment, two minutes.

19 (Brief recess.)

20 CHAIRPERSON HOOD: Okay, we're  
21 back in session. We were just trying to get  
22 our schedule straight. What I'm going to do

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1 - Commissioner Micone, you were saying  
2 something as we stopped.

3 MR. MICONE: Well, we were just  
4 trying to hope, if possible, to utilize one  
5 of the other hearing times that we have  
6 either for the Square 54 matter, a few  
7 minutes of that, if it's only going to take  
8 a few minutes to close this up, or the 30<sup>th</sup>  
9 when we're gathering on the campus plan  
10 issue, just to save all the parties  
11 involved, including the commission, some  
12 time.

13 CHAIRPERSON HOOD: If at all  
14 possible, can we push the envelope and see  
15 if you all can meet the date for the 13<sup>th</sup>,  
16 because we're going to already be booked at  
17 5:00 on both of those days.

18 MR. DWYER: Mr. Hood, I was just  
19 talking to our team, and we can have these  
20 additional materials by 12 noon on  
21 Wednesday, and we can have them hand-  
22 delivered to the parties. We can order the

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1 expedited transcript, so that would also be  
2 ready. My understanding it takes two days,  
3 so Wednesday would be ready for Carol to  
4 review. And then the ANC would have until  
5 the following Tuesday at 5 p.m. to respond,  
6 so that gives them virtually six days, and  
7 it gives us a day and a half to get it  
8 together, and we're committed to do that.

9 CHAIRPERSON HOOD: Okay.

10 MS. SCHELLIN: Actually, 3:00  
11 p.m. All filings are due by 3 p.m.

12 CHAIRPERSON HOOD: Okay.

13 MS. DWYER: So it would be 3 p.m.  
14 on Tuesday for the ANC.

15 MS. SCHELLIN: Your's by  
16 Wednesday, the 1<sup>st</sup>, 3:00 p.m. Right?

17 MS. DWYER: Right.

18 MS. SCHELLIN: And then the ANC  
19 and if the party in support chooses to  
20 respond, they would have until 3:00 p.m. on  
21 the 8<sup>th</sup>, and then we will accommodate it on  
22 our November 13<sup>th</sup> agenda.

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1 MS. DWYER: Great.

2 PARTICIPANT: Wednesday, the 8<sup>th</sup>?  
3 I thought you said Tuesdays.

4 MS. SCHELLIN: Wednesday.

5 PARTICIPANT: Okay.

6 CHAIRPERSON HOOD: Is everybody  
7 fine with that schedule?

8 MS. SCHELLIN: We're going to do  
9 something special to make sure they get your  
10 response. Yes.

11 CHAIRPERSON HOOD: Is everybody  
12 okay with that schedule?

13 MS. DWYER: Yes.

14 CHAIRPERSON HOOD: And they're  
15 going to get the transcript, and it would be  
16 up to Carol whether she reads it or not.

17 MS. DWYER: Great. Thank you  
18 very much.

19 CHAIRPERSON HOOD: Okay.

20 MS. DWYER: We greatly appreciate  
21 your accommodating our schedule.

22 CHAIRPERSON HOOD: Okay. So

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1 everybody is on board with that. Let me  
2 thank everybody for their testimony, and  
3 coming out and participating in this hearing  
4 tonight. The commission will make a  
5 decision on this case at one of its regular  
6 monthly meetings, preferably and hopefully  
7 November the 13<sup>th</sup>. The meeting is held at  
8 6:30 p.m. on the second Monday of each  
9 month. Some exceptions, and the record is  
10 actually closed with the additional things  
11 that are being requested.

12 Okay. With that, I now declare  
13 this hearing closed.

14 (Whereupon, the proceedings went  
15 off the record at 10:43 p.m.)  
16  
17  
18  
19  
20  
21  
22

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